



English Language Arts Modified Adaptation

GRADE SIX

Approved 9/2024





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English Language Arts Grade 6

Course Description:

Successful completion of the following modules will ensure that sixth grade students read and analyze a range of grade-level complex texts and tasks, and retain and further develop reading, writing, speaking and listening skills. Students will cite textual evidence and make relevant connections to support analysis of what the text says explicitly, evaluate arguments and specific claims in a text, and compare and contrast one author's presentation of events with that of another. Students advancing through sixth grade are expected to meet sixth grade-specific standards designed to enable them to meet college and career readiness expectations.

Rigor is infused through the requirement that students read and analyze texts that gradually become more complex. Mastery of the four modules also helps to ensure that students demonstrate increasing sophistication in all aspects of language use and function, from vocabulary and syntax to the development and organization of ideas.

Additionally, mastery of the modules will support students in the expected growth of their writing ability. Students will write narratives that develop and chronicle imagined experiences as well as research, argue, and examine topics that explain, inform, and present sound, logical viewpoints and positions. In doing so, students will strengthen their writing as they progress through the writing process to develop and elaborate on their ideas as they cite textual evidence and utilize multiple print and digital sources.

Scope and Sequence

Timeline	Reading	Writing
Module 1 Finding Courage in the Face of Adversity	Finding Courage (HMH Unit 3) Life Doesn't Frighten Me Fears and Phobias Wired for Fear (video) The Ravine Embarrassed? Blame your Brain The Breadwinner	Extended Writing Task: Consider the information shared in both the article "Fears and Phobias" and the video "Wired for Fear." Imagine a frightful situation where a character has been scared by something; this could be an unfamiliar and or vulnerable situation for your character. Choose one of the responses to fear that you have read about thus far in the module. Write the scene of what occurs when the character reacts with your chosen response to the fearful situation. Be sure to set the scene and give a full account of your character's appearance,

		thoughts, and speech. Performance Task: Throughout this module you explored narratives and articles where people gained courage to face their fears. The texts in this module provided the framework of a narrative. Now it's time to create your own. Write a story about a character who faces a fear and finds courage enough to overcome it. Be sure to include the information you've learned about how others have faced their fears in your narrative.
Module 2 Surviving The World Around Us	Excerpt "Epilogue" from I Am Malala <u>Never Give Up</u> (HMH Unit 2) "A Schoolgirl's Diary" from I am Malala The First Day of School <u>Surviving the Unthinkable</u> (HMH Unit 5) A Long Walk to Water <i>Into the Lifeboat from Titanic Survivor</i>	Extended Writing Task: You've read about individuals who faced difficult situations and the attributes that help them to keep trying. Now consider the role of the setting. How does the setting reveal, contribute to, and create conflict in a story? Write an essay explaining the role setting played in "A Schoolgirl's Diary" from I am Malala and "The First Day of School." Be sure to include details from both texts to support your answer. Performance Task: Throughout this module you have read several stories of survival and perseverance. Think of the characteristics and traits the characters embodied in order to persevere through their challenges. Write an essay explaining the key characteristics/traits that were common across the readings that contributed and/or lead to survival. Be sure to include "why" these characteristics are necessary. Be sure to include evidence from the texts to help support your response.
Module 3 Through the Eyes of Animals	<u>Through the Eyes of an Animal</u> (HMH Unit 4) From Pax Views on Zoos Zoo Wild Animals Aren't Pets Let People Own Exotic Pets	Extended Writing Task: "Wild Animals Aren't Pets" and "Let People Own Exotic Animals" present opposing arguments about the ownership of Exotic animals. Consider the claims presented in both texts. Which argument seems more convincing? Write an essay stating which argument is more

		convincing, Be sure to evaluate and compare the arguments. Performance Task: In this module you explored what we might learn by viewing the world from the perspective of a variety of animals. Consider the pros and cons of owning an exotic animal. Should wild animals become pets? Write an essay arguing whether people should keep wild animals as pets. Be sure to incorporate what you've learned about an animal's perspective in your argument. Cite details from the various texts read throughout this module to support your argument.
Module 4 The Stories We Tell	Hidden Truths (HMH Unit 6) from Storytelling The Power of the Spoken Word Archetype Fairy-tale Logic The Boatman's Flute Discovering Your Voice (HMH Unit 1) Echo and Narcissus	Extended Writing Task: Both poems "Archetype" and "Fairy-tale Logic" focus on the idea that fairy tales are more meaningful than children might realize. Write an essay explaining how this idea was expressed in both poems. Use evidence from both poems to support your explanation. Performance Task: In this module, you read myths, fables, and legends to analyze and interpret lessons authors incorporate in their writing. These lessons are often developed through repeated ideas, words, and imagery. Reflect on the messages about life or human nature explored throughout this module. What common themes do these works share? Write an essay explaining one theme that was portrayed in at least two of the texts. Be sure to cite evidence to support your answer.

Module 1		Grade(s) 6
Unit Plan Title:	Finding Courage in the Face of Adversity	
Overview/Rationale		
Throughout this module, students read and consider works about people who develop the courage to face their own fears. Students will examine several ways that fear affects people, as well as how people overcome a variety of fears. As students explore the topic <i>Finding Courage</i> and use a variety of texts and media to understand fear and how it affects people’s choices, they will note the steps authors take to create stories that convey themes. After investigating the science and psychology of fear to understand their own apprehensions and how fear affects their lives, students will synthesize this learning with study of the literary elements to craft their own stories.		
New Jersey Student Learning Standards: ELA		
Language Domain		
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.		
A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions		
L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone		
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.		
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.		

- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty

Reading Domain

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

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

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

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

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

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

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

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

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

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events

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

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

WIDA ELD Social and Instructional ELD-SI 4-12

NARRATE

Language Expectations: Multilingual learners will...

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

INFORM

Language Expectations: Multilingual learners will...

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

EXPLAIN

Language Expectations: Multilingual learners will...

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes

- Act on feedback to revise understandings of how or why something is or works in particular ways

ARGUE

Language Expectations: Multilingual learners will...

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Language Arts

NARRATE ELD-LA 6-8

Language Expectations: Multilingual learners will...

Narrate Interpretive Interpret language arts narratives by:

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

Narrate Expressive Construct language arts narratives that:

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for the audience.

LANGUAGE FUNCTIONS AND SAMPLE FEATURES

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (Are we ever truly happy? It was a confusing time, nothing seemed normal.)
- Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.)
- Statements and questions to foreshadow or state complication (As she walked home, she felt watched.)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly)
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.")

- Expanded noun groups to add description and detail (He was short, but strong, with light, closely cut hair and a determined face.)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop a story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (the race, which only happens every four years)
- A variety of verb tenses to pace narrative and locate events in time, including dialog (“Where are you going?,” I asked.)
- Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what’s more, likewise, in addition)
- Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can’t be seen but only felt.)

Engage and adjust for the audience through...

- Evaluative word choices to describe author’s attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)
- Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small, hunched animal.)

ELD-LA 6-8 INFORM

Inform Interpretive Interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author’s key word choices over the course of a text.

ELD-LA 6-8 Inform Expressive

Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.)
- Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (a period in European history that took place)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects)
- Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)
- Expanded noun groups to add precision (strummed or plucked vibration of the strings)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely)
- Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas.

ELD-LA 6-8 ARGUE

Argue Interpretive Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

Argue Expressive Construct language arts arguments that:

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame a topic, provide background information, state claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.)
- Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...)
- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (according to X, the author's claim)
- Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this)
- Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely)

Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)
- Authoritative declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (somewhat powerful versus incredibly powerful; ugly versus grotesque)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)

- Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
- Verb structures to present information in a variety of ways (past, timeless present, passive voice)
- Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition)
- Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)

Career Readiness, Life Literacies, and Key Skills

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Multiple solutions often exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology/Computer Science and Design Thinking

- Technological disparities have consequences for public health and prosperity.
- Economic, political, social, and cultural aspects of society drive development of new technological products, processes, and systems.
- Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants.
- New needs and wants may create strains on local economies and workforces.
- Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

Interdisciplinary Standards

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

E	Civic Literacy	T	Communication
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A	Global Awareness	T	Critical Thinking and Problem Solving
E	Health Literacy	E	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

How do you find courage in the face of adversity?
 How does embracing fear define who we are as individuals and a collective?
 How do authors craft stories to relay a message?
 How can studying the construction of a story assist us in writing a narrative?

Enduring Understandings

Individuals draw on a number of resources from within and without to address fears, challenges, and obstacles.
 How individuals react to fear shapes their experiences and futures.
 Authors convey themes by using literary elements and devices.
 Narratives have characters, plots, and settings.

Student Learning Targets/Objectives

- I can make relevant connections and text evidence that are used to make inferences
- I can make an analysis that is based on inferences made from text evidence and relevant connections
- I can cite text evidence to support analysis of text and inferences drawn
- I can make relevant connections to support analysis of the text and inferences drawn
- I can determine the meaning of words and phrases as used in a text
- I can determine the technical meaning of words and phrases as used in a text
- I can compare, contrast, and reflect on events presented by different authors through different texts
- I can read and comprehend literary nonfiction at grade-level text-complexity
- I can write informative/explanatory texts that examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- I can write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
- I can write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text

- I can use appropriate transitions that creates cohesion and clarifies the relationship of ideas in informative/explanatory text
- I can use appropriate transitions to create cohesion in informative/explanatory text
- I can use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
- I can draw evidence from informational texts to support analysis, reflection, and research
- I can draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- I can recognize variations from standard English in their own and others' writing and speaking
- I can identify and use strategies to improve expression in conventional language
- I can recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
- I can demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
- I can use punctuation to set off nonrestrictive/parenthetical elements
- I can use words that have connotative meanings
- I can use specific word choice in a text that has an impact on meaning and tone
- I can determine the meaning of words and phrases as used in a text
- I can determine the connotative meanings of words as used in a text
- I can analyze the impact of word choice on meaning and tone
- I can analyze how a particular sentence, chapter, scene or stanza contributes to the development of the theme
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot
- I can know the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- I can know the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
- I can know the meaning of unknown or multiple-meaning words can be determined through consulting different materials
- I can 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
- I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings

- I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words

WIDA I Can Statements

NARRATE

Interpretive

- I can identify a theme or central idea that develops over the course of a text.
- I can analyze how character attributes and actions develop in relation to events or dialogue.
- I can evaluate the impact of specific word choices about meaning and tone.

Expressive

- I can orient the audience to context and point of view.
- I can develop and describe characters and their relationships.
- I can Develop story, including themes with complication and resolution, time, and event sequences.
- I can engage and adjust for the audience.

INFORM

Interpretative

- I can identify and/or summarize main ideas and their relationship to supporting ideas.
- I can Analyze observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- I can evaluate the impact of an author's key word choices over the course of a text.

Expressive

- I can introduce and define topics and/or entities for the audience.
- I can establish an objective or neutral stance.
- I can add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors.
- I can develop coherence and cohesion throughout text.
- **ARGUE**
- **Interpretative**
- I can identify and summarize central ideas distinct from prior knowledge or opinions.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.
- I can evaluate relevance, sufficiency of evidence, and validity of reasoning that support claim(s).
- **Expressive**
- I can introduce and develop claim(s) and acknowledge counterclaim(s)
- I can support claims with reasons and evidence that are clear, relevant, and credible.
- I can establish and maintain a formal style.
- I can logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion.

EXPLAIN

Interpretative

- I can identify concepts or entities.
- I can analyze possible ways to represent and solve a problem.
- I can evaluate the model and rationale for underlying relationships in the selected problem-solving approach.

Expressive

- I can introduce a concept or entity.
- I can share solutions with others.
- I can describe data and/or problem-solving strategies.
- I can state the reasoning used to generate a solution.

Assessments

- **Pre and Formative:**
 - Reading Diagnostic
 - Quickwrites
 - Quizzes
- **Authentic & Summative:**
 - Extended Writing Task #1- Consider the information shared in both the article “Fears and Phobias” and the video “Wired for Fear.” Imagine a frightful situation where a character has been scared by something; this could be an unfamiliar and or vulnerable situation for your character. Choose one of the responses to fear that you have read about thus far in the module. Write the scene of what occurs when the character reacts with your chosen response to the fearful situation. Be sure to set the scene and give a full account of your character’s appearance, thoughts, and speech.
 - Module 2 Benchmark Assessment
 - Performance Task- Throughout this module you explored narratives and articles where people gained courage to face their fears. The texts in this module provided the framework of a narrative. Now it’s time to create your own. Write a story about a character who faces a fear and finds courage enough to overcome it. Be sure to include the information you’ve learned about how others have faced their fears in your narrative.

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it

can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of

learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SloP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input,

	strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition. <u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction. <u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements. <u>Thumbs Up/Down, "Stop Light", "Smiley Face"</u>- for quick, formative assessment <u>Think-Pair-Share</u>- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch. <u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.
Activities: Including G/T, SE, and ELL Differentiation <i>Differentiation examples:</i> <i>Students with a 504:</i> <i>All modifications and health concerns listed in his/her 504 plan MUST be adhered to.</i> ❖ <i>Provide scaffolded support when they</i>	<u>Week 1:</u> Reading: <i>"Life Doesn't Frighten Me"</i> (poem) Focus: • Determine how the author's word choice helps develop the narrator or speaker's point of view • Reflect upon certain portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader • Identify poetic devices used in text • Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text • Evaluate structural and stylistic aspects of poetry

respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)

- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have children repeat each word.*
- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing*

- Analyze structure: repetition and refrain

Vocabulary:

Tier 1: shadows, dragons, dream, frighten, scream, classroom

Tier 2: speaker, lyric poem, stanza, line, repetition, refrain, counterpane, frighten, courage. Hesitate, panthers

Academic vocabulary: evident, factor, indicate, similar, specific

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the words aloud and have students repeat them. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used in the poem. Display them in a visible place in the classroom and refer to them before, during, and after the reading.

Vocabulary Practice/Apply:

Word search: The students can create a crossword puzzle or a word search using the tier 1 and 2 words from the poem. They can challenge each other on finding the words.

Flashcards: The teacher and students can make flashcards with words and their definitions and have students write sentences with the words..

Vocabulary graffiti wall: Create a vocabulary graffiti wall, place the words on the wall and have the students add sticky notes to illustrate the term (they can use words or pictures). They can also create new words by combining prefixes or suffixes with root words. For example, you can combine the prefix “un-” to “frighten” to make “unfrighten” which means “to be free from fear”.

Activities: Entrance Ticket: Think about things that frightened you in childhood, both real or imaginary. Sketch something that you feared, with a brief caption explaining your sketch.; review learning targets, introduce the topic, introduce performance task, annotation of text, [text dependent questions](#)

Strategies

Word wall: Create a visible and accessible word wall and pictures and labels of the animals the narrator is not afraid of and words from the poem with definitions and cognates.

Annotations: highlight literary devices and write comments, questions, or reactions in the margins of the text.

Modeling: The teacher models how to annotate the poem by highlighting or underlining the repeated phrase and writing a comment in the margin.

vocabulary meaning retention.

- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks.*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*
- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room*

Scaffolding: Use graphic organizers, (T-Chart) to compare and contrast the things mentioned in the poem that doesn't frighten the speaker with personal experience. Models/examples of the poem. Feedback- students evaluate each other's work.

Multiple modes of expression: The students have the option for choice and voice to use their preferred learning modality and to write, speak, draw, or perform the poem.

SIOP Practice and Application:

- The teacher reads the poem aloud to the class and asks them to listen for the things that the speaker says do not frighten her. The teacher models annotation by highlighting or underlining the repeated phrase and writing a comment in the margin such as: "The speaker repeats this phrase to show her bravery and resilience."
- After the teacher models annotation, ask the students to work in pairs or small groups and annotate the rest of the poem by identifying other literary devices such as rhyme, imagery, alliteration, etc. and writing comments in the margins explaining their effects. For example: "The speaker uses imagery to create vivid pictures of the things that do not frighten her."
- The students will also make a list of some of the things that the speaker says do not frighten her and write them on a T-Chart. For example, shadows, noises, bad dogs, big ghosts, mean old Mother Goose, lions, dragons, tough guys, panthers, strangers, etc. The students will make a list or draw the things they fear and compare it with the speaker's list in the poem and explain why these things might be frightening to some people and how the speaker deals with them.
- Have students write a personal reflection on how they relate to the poem. For example, they could write about their own fears and phobias, how they cope with them, and what they learned from the poem.
- Create their own poems using a similar structure and literary devices. They can record themselves or recite their poems to the class. Then, have them peer-review each other's poem or paragraphs using a rubric or a checklist.

Writing: Quickwrite: In Maya Angelou's poem, "Life Doesn't Frighten Me," the narrator—a child—speaks in a series of couplets and refrains as she attempts to convince herself and the reader that life doesn't frighten her. However, in the second to last stanza (lines 37-40), there are no lines that rhyme and the constant refrain does not appear in this stanza. Why does the rhyming pattern and the refrain completely disappear in this stanza? In answering this

to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ _ _ _ _.)

- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

question, analyze how the rhyming structure and the refrain reflect the narrator’s attempt to make herself believe that life doesn’t frighten her.

Extension: Maya Angelou’s “Life Doesn’t Frighten Me” lists a number of childhood fears and describes how the poem’s speaker finds the courage to face those fears. Consider the fears you faced as a child. Write your own lyric poem about facing childhood fears. Be sure to write your poem from the point of view of a fictional speaker. Include the use of repetition and a refrain. And suggest ways to face a fear.

Language Dive: Lines- “Lions on the loose/ They don’t frighten me at all/ Dragons breathing flame/ On my counterpane/ That doesn’t frighten me at all.” (7-12).

Language Objectives:

- I can identify and explain the use and effect of various literary devices in the poem after listening to the audio
- I can identify the theme and tone of the poem and describe the speaker’s feelings and attitude using adjectives and adverbs.
- I can relate the poem to my personal experiences and emotions using examples.
- I can create a poem using literary devices such as repetition: alliteration, imagery, and Allusion etc., that expresses feelings or opinions about fear and courage.

Meaning: The poet creates scary images in her lines of poetry. She then follows those lines with a repetitive statement about how those things don’t frighten her.

Deconstruct- Ask students to visualize what a “Lion on the loose” would mean in their neighborhood. How would they feel if they encountered a “Dragon breathing flame(s)?” Then ask them to change their vision to a knight in shining armor facing the same things. The knight is protected and shielded against fear. Now tell students to look again at those scary images using the knight’s armor to protect them. The poet uses images that are relatable in order to help the reader “feel” and make a connection to the poem. She also uses repetition to suggest a strength in “That doesn’t frighten me at all.”

Reconstruct - Practice & Transfer- Ask students to think of one scary image. Describe that image in a few words like “Lion on the loose,” and follow it with “That doesn’t frighten me at all.” Students will use this line in a poem they will write.

Differentiation: ELL Support and SpED

- Provide accommodations or modifications based on students' IEPs or 504 plans, such as chunking information, highlighting key words, word bank or using assistive technology. Also, providing a quiet space, minimizing distractions, allowing wait time and breaks.
- For example:
- Provide multiple means of representation via multimedia, such as videos, images, and audio to present the poem.
- Provide multiple means of engagement e.g. one and one instruction, guided practice, and peer tutoring.
- Provide scaffolding such as annotated poems, highlight the literary devices and provide explanations and examples,
- Chunk the poem, have students analyze one stanza at a time, use sentence starters, word bank with pictures and definition. Also, provide one and one assistance in creating their individual poem.
- Provide alternative assessment. For example, have students work in groups to create a poster or a collage that illustrates the poem. Also, they could use images, words, symbols, or colors to represent the things that do not frighten the speaker and her attitude towards them.

Differentiation:

Speaking Have students discuss the features of the poem using the key term speaker. Circulate around the room to make sure students are using the key term correctly.

Substantial: To give students an understanding of the concept of speaker, ask students to pretend that they are someone else. Use these sentence frames: *I am _____ years old. I live in _____. I have _____ brothers.*

Moderate: In small groups, have students choose and speak in the voice of a character in one of the fiction or nonfiction selections they have read. Explain that this is what a poet does who writes in the voice of a created character.

Light: Have students in small groups play vocal charades. Each student chooses a person in the public eye and speaks as that person. The other students may ask questions that the person who is "it" may answer with any information except a name.

Reading Explain to students that poetry often involves repetition, including repeated letter sounds and rhythms. One form of repetition is the refrain, a repeated phrase, line, or stanza.

Work with students to read lines 28–32. Use the following supports with students at varying proficiency levels:

Substantial: Read lines 28–32. Emphasize the refrain. Ask students to raise a hand if they detect a difference. Explain that a refrain can have these small differences.

Moderate: Read lines 28–32. Have students point out the four appearances of the refrain. If necessary, help students understand that all the sentences that end with “frighten me at all” are variations on the refrain.

Light: Have students read the entire poem and identify the refrain lines. Ask students to point out the words that are included in every variation of the refrain.

Writing Work with students to prepare them for writing a poem in the Create and Present section on page 27.

Use the following supports with students at varying proficiency levels:

Substantial: Review rhyming with students. Then give them these couplet frames and ask them to fill in the final word with either *bogs* or *light*: *I like dogs,/not slimy little _____ . It's dark at night./ I turn on the _____ .*

Moderate: Review rhyming with students. Then give them these couplet beginnings and ask them to write a second line: *I don't swim in lakes,/ _____ . I would sure be cryin' / _____ .*

Light: Review rhyming with students. Then have them write a couplet that follows the structure: *I like _____ ,/ not _____ .*

Week 2

Reading: *Fears and Phobias*

Focus:

- Closely examine the text's explicit content
- Explain the central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text

- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
 - Summarize texts by evaluating key details in which the central idea or theme is located
 - Distinguish key (thematic) details from all other details
 - Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
 - Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
- Compare and contrast two similar concepts

Vocabulary:

Tier 1 words: fear, danger, roller, coaster, baby, dog, brain, swim dangerous, afraid

Tier 2 words: activate, turbulence, trigger, immaturity, situation, emotion, instinct, alert, prepare, caution, signal, mild, medium, intense, trigger, response, activate, system, pressure, sensation,

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the word aloud and have students repeat them. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of part of speech, and related words. Display them in a visible place in the classroom and refer to them before, during, and after reading the reading.

Vocabulary Practice/Apply:

Concept Map: Have the students create a word map with the words, their parts of speech, synonym, antonym, and example of related words.

Word Wall: Create a word wall with the tier two words and their definitions. Have students use the word wall to write sentences, stories, or summaries using the words. Encourage them to use synonyms, antonyms, or multiple meanings of the words when possible.

Word Games: The students can play games such as charades, Pictionary, or Taboo with the tier two words. They can act out, draw, or describe the words without using the word itself or any related words.

Activity:

Mystery Quotes

Infer Topic

Collaborative Conversation

Entrance/ Exit ticket- looking back at Angelou's poem, how does "Fears and Phobias" serve to explain one of the fears discussed by the narrator, and where they might originate?

Strategies

Modeling - demonstrate how to use context clues or text features to understand the text. You can also ask questions that check students' comprehension and guide their thinking and provide feedback that praises students' efforts and corrects their errors.

Word map template: The word organizer engages students in defining words, drawing pictures for the words or concepts and researching and recording synonyms and antonyms

Poster Board: The students can use poster boards to communicate the text analysis (title, author, central idea and supporting details)

Graphic Organizer: The students can create a Venn diagram to compare and contrast different types of fears and phobias. Then have them share their diagrams with a partner and discuss the similarities and differences.

Think pair-share: Students think individually about the questions and write down their ideas and answers. Students pair up with a partner and share their thoughts and discuss their questions and answers. Then share their questions and answers with the whole class and listen to other perspectives.

SIOP Practice and Application:

- Have students listen to the audio, then reread the text and highlight the main idea and supporting details. Have students generate questions using question words such as who, what, when, where, why, and how. Then have them ask and answer their questions with a partner using complete sentences.
- Have students write the central idea of the text on a sticky note and stick it on a poster board. Then have them write one or two supporting details from the text, e.g. the text describes how fear triggers the "fight or flight" response in the nervous system and causes physical changes in the body on another sticky note and stick it under the central idea. Repeat this until all the supporting details are on the poster board. Have

students check each other's work and discuss how the supporting details relate to the central idea.

- Have students define fear and phobia and describe how phobia is different from fear. Also, provide examples of different kinds of phobias, such as social phobia, agoraphobia, and claustrophobia and describe how fear works in the nervous system and how it can be helpful or harmful.
- Have students conduct a survey or an interview with their classmates, friends, or family members about their fears or phobias. For example, they could ask questions such as: What are you afraid of? How does it affect your life? How do you cope with it? How did you develop it?
- Have students make a presentation or a podcast that explores the cultural, historical, or scientific aspects of fear or phobia. For example, they could research and discuss how different cultures view and deal with fear or phobia, how fear or phobia has influenced art, literature, or media, or how fear or phobia is related to the brain and the body.
- The students can also create a brochure or a flier that educates others about a specific fear or phobia. For example, they could include information such as the definition, causes, symptoms, effects, and treatment options for the fear or phobia.

Writing:

Quickwrite: “Fears And Phobias” outlines different types of fears and why some people might have each phobia. Write about a time that you or a character experienced fear or a phobia. What made you feel afraid? How did you overcome the experience? How did the experience resolve?

Do Now or Exit Ticket: Can the information in “Fears and Phobias” help someone overcome a fear? Use evidence from the text to support your answer.

Differentiation: ML Support and SpED

Provide accommodations or modifications based on students’ IEPs or 504 plans, such as chunking information, highlighting key words, word bank or using assistive technology. Also, providing a quiet space, minimizing distractions, allowing wait time and breaks.

For example:

- Provide multiple means of representation via multimedia, such as videos, images, and audio to present the text.
- Provide multiple means of engagement e.g. one and one instruction, guided practice, and peer tutoring.

- Provide scaffolding such as annotated text, highlight types of phobias and provide explanations and examples,
- Chunk the reading, have students analyze each subheading one at a time, use sentence starters, or sentence frames
- Provide alternative assessment such as an illustration of fear or phobia that describes a personal experience with fear or phobia or they could write a story or poem about a time when they faced their fear or phobia, how they felt, what they did, and what they learned from it.

Speaking Have students discuss the features of the text using the key term subheading. Circulate around the room to make sure students are using the key term correctly.

Use the following supports with students at varying proficiency levels:

Substantial: Display and read aloud this sentence: *The subheading “Fears People Have” tells me that this section of the article is about kinds of fear.* Have students say it aloud back to you and then practice saying it to a partner.

Moderate: To help students express their ideas about the subheadings in the article, display the following sentence frames: *Subheadings are one way the author _____. The subheading tells _____.*

Light: Have students discuss with a partner how some of the subheadings can be rephrased as questions. (Point out that two of the subheadings are already questions.) How does rephrasing the subheadings into questions help them understand what the sections will be about?

Reading Tell students that authors of informational text provide evidence in the form of facts, examples, explanations, definitions, direct quotations, and other details to help readers understand the central idea, or most important idea.

Work with students to reread paragraphs 22–24. Use the following supports with students at varying proficiency levels:

Substantial: Explain that they can identify a central idea in these paragraphs, such as: *Phobias develop for different reasons.* Ask: *What is one reason a person might have a phobia?* Accept single words or phrases.

Moderate: Guide students to identify a central idea. Then, have students find evidence to support that idea. Supply sentence frames, such as: *According to the text, a phobia may be caused by _____.*

Light: Have students identify a central idea in the text using this frame: *A central idea in these paragraphs is _____. Then, ask students to identify and share two pieces of evidence to support this central idea.*

Writing Work with students to read the writing assignment on p. 39.

Use the following supports with students at varying proficiency levels:

Substantial: Work with students to create a Venn diagram comparing and contrasting fears and phobias. Help them identify words and phrases in the text to add to the diagram. Then use the details to write an informative paragraph on the board. Have students copy the paragraph in their notebooks.

Moderate: Provide sentence frames such as the following that students can use to craft their essays: *Fears and phobias are caused by _____. Fears are _____, but phobias are _____. When someone has a phobia, he or she _____. Fear is a good thing because _____.*

Light: Remind students of the transitions they can use to compare and contrast, such as *both, similarly, in the same way, however, but, unlike, and on the other hand*. Have pairs find three places in their essays where they can use a transition.

Language Dive: “Once a person decides to go for it—and gets the right coaching and support—it can be surprising how quickly fear can melt away.”

Language Objectives:

- I can define and use academic and vocabulary words from the text in oral and written sentences.
- I can identify and explain the main idea and supporting details of the text using evidence from the text.
- I can compare and contrast different types of fears and phobias using a graphic organizer.
- I can write a summary of the text using my own words and transition words.
- I can ask and answer questions about the text using complete sentences and question words.

Meaning: This means that once a person has decided to begin overcoming their fear, and is helped by the right people, they might be surprised at how getting over the fear is.

Deconstruct- Identify the term “go of it,” and analyze what that expression means. Give other expressions that may mean the same thing. Point out the expression “melt away,” and ask for other phrases that mean the same thing. Explain to the students the use of the dash. Point out that the author made a choice to use the dash, but could have accomplished a similar effect using other punctuation. Why did the author make that choice?

Reconstruct - Practice & Transfer- Students will rewrite this sentence using other “expressions,” that have similar meanings. They will also use two dashes in their own sentence.

Week 3:

Reading: Wired for Fear (video) & Extended Writing Task

Focus:

- Closely examine the text’s explicit content
- Explain the central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea is located
- Distinguish key details from all other details
- Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- Compare and contrast two similar concepts

Extended Writing Task

- Engage and orient the reader by establishing a context
- Introduce a narrator and/or characters
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict

Vocabulary

Tier 1: brain body freeze fear nerves sensory, role. stem, information

Tier 2: amygdala, thalamus, cortex, pathways, signals, response, predators

Academic Vocabulary: Evident, factor, indicate, similar, specific

Initial Engagement with Terms:

Explicitly teach the content/vocabulary terms within context. Have students pronounce the words, write them down, their definitions, synonyms and antonyms.

Vocabulary Practice/Apply:

Flashcards: The teacher and students can make flashcards with words and their definitions and have students write sentences with the words.

Word game: Have the students interact with the words and play Word Connect, you need to swipe the letters on the screen to form words that match the given clues. For example, if the clue is “A part of the brain that controls emotions”, you can swipe A-M-Y-G-D-A-L-A to form the word. You can also form other words with the same letters, such as LADY, GLAD, or MAY.

Activity: analyze media, K-W-L chart,

Strategies

Analyze the video: The students can analyze the video by asking and answering questions about the content. For example, What is the main purpose of the video? What is the purpose of the thalamus? What is the role of amygdala in the body’s response to fear? How does fear affect our behavior and emotions? How does the video compare or contrast with other stories on the same topic?

K-W-L chart: Before watching the video, write down what you already know about fear and the brain in the first column of the chart. For example, you might write: Fear is an emotion that helps us survive.

Next, write down what you want to know about fear and the brain in the second column of the chart. For example, you might write: How does the brain send and receive fear signals?

Then, watch the video and pay attention to the information and facts that answer your questions or add to your knowledge. Write down what you learned from the video in the third column of the chart. For example, you might write The amygdala activates the fear response and other parts of the brain and body.

SIOP Practice and Application

- Before watching the video, make a list of some things that scare you and why. Then, watch the video and see if you can identify any of the words or phrases that describe the brain structures and functions involved in fear processing. For example, you might hear words like amygdala, thalamus, cortex, pathways, signals, response, etc. Write down any new words or phrases that you learn from the video.
- After watching the video, work with a partner or a small group and share your list of fears. Use some of the vocabulary words from the video to explain how your brain reacts when you face your fears. For example, you might say something like “When I see a spider, my thalamus sends a signal to my amygdala, which activates my fear response.

Then, ask your partner or group members how they cope with their fears and what strategies they use to calm themselves down. For example, you might say something like “I cope with my fear of spiders by taking deep breaths and telling myself that they are not dangerous. I also try to avoid places where I might encounter them.”

- Have students use the vocabulary words from the video such as amygdala, cortex and thalamus to role-play a scenario where one student has to face a fear and the other help them overcome the fear. They will use the words to describe what is happening in the brain and the body as they face the fear. For example, you can provide a prompt “I’m afraid of flying because I think the plane might crash. The student experiencing the fear can say My cortex is sending me negative thoughts and images that make me panic. Or My amygdala is making me feel anxious and nervous.” Then, Student (b) uses some positive communication skills to help the group member cope with their fear. For example, you might say something like “I understand how you feel. Flying can be scary sometimes. But remember that flying is very safe and there are many precautions taken to prevent accidents.

\Language Objectives

- I can listen to the narration and identify the main idea and key details of the video.
- I can verbally express my own experiences of fear and how they cope with it using vocabulary words from the video.
- I can read a transcript of the video and highlight the words and phrases that describe the brain structures and functions involved in fear processing.

- I can write a research paper that explores how fear affects people's behavior and emotions using evidence from the video and other sources.

Writing: Quickwrite: Think about what you learned about fear while reading "Fears and Phobias." How does the video add to your understanding?

Extended Writing Task #1- Consider the information shared in both the article "Fears and Phobias" and the video "Wired for Fear." Imagine a frightful situation where a character has been scared by something; this could be an unfamiliar and/or vulnerable situation for your character. Choose one of the responses to fear that you have read about thus far in the module. Write the scene of what occurs when the character reacts with your chosen response to the fearful situation. Be sure to set the scene and give a full account of your character's appearance, thoughts, and speech. (W.3, W.4.)

Differentiation:

Explain to students that the video has sound elements, which are heard, and visual elements, which are seen. Elaborate by playing the video and pausing to point out various elements, such as music, a sound element. Ask students yes or no questions to aid comprehension, such as: Is a visual element something you see? Is a sound element something you hear?

Substantial: Have students repeat the following sentences after you, pointing to their eyes: A visual element is something I see. Then have students repeat the following sentences after you, pointing to their ears: A sound element is something I hear.

Moderate: Display the following sentence frames: A visual element is _____.
A sound element
is _____.

Light: Have pairs identify and discuss a visual and a sound element in the video, such as animation (visual) and narration (sound).

Week 4

Reading/s: *The Ravine*

Focus:

- Closely examine the text's explicit content
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Summarize texts by evaluating key details in which the theme is located
- Distinguish key (thematic) details from all other details

- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Summarize the setting of a narrative text and evaluate its effect on the mood and plot of the text

Vocabulary;

Tier 1: boy, jump, water, scared, body, dead, dangerous

Tier 2: ravine, setting, character, motivation, inference, dialect, evident, descent, scenery, murky, rivulet, cascade, precipice

Academic Vocabulary: evident, factor, indicate, similar, specific

Initial engagement with terms

As the book is being read, point out the vocabulary words and ask students to guess the meanings based on the context in which they are used. Pronounce and explicitly teach the words and provide definition and cognate. The students repeat the word until it becomes familiar. Review the word and provide various ways to use the words let the students try to use it in a sentence.

Vocabulary Practice/Apply:

- **Flash cards:** Use index cards or sticky notes to create flashcards for the new words. Students can write the word on one side and the definition, synonym, antonym, or example on the other side. They can use the flashcards to review and quiz themselves or their peers.
- **Collage:** Create a collage using online images, illustrations or drawings to represent the meaning of the words. Students can work with peers to label the picture with the correct words and definitions.

SIOP Practice and Application:

Theme Graphic Organizer: Provide students with a text and a graphic organizer that helps them identify the theme. The graphic organizer can have sections for the title, genre, summary, characters, setting, conflict, resolution, and theme. Have students fill in each section using key details from the text. Then, have them explain how the theme is conveyed through the text elements. Students will use a checklist for the story structure/elements.

Text Evidence Sort: Provide students with a list of statements about the text. Some statements are inferences and some are facts. Have students sort the statements into two categories: inferences and facts. Then, have them find and

highlight the text evidence that supports each inference or fact and share out loud.

Setting Poster: Have students watch a video and listen to the audio and ask them to create a poster that shows how the setting affects the story, such as *creates the main conflict of the story, reflects the mood and tone of the story, and influences the characters' actions and decisions*. Have them include images, words, and symbols that represent the setting and its impact on the characters, plot, and theme. Then, have them present their poster to the class and explain their choices.

Feelings and Actions Flip Book: Provide students with a text and a flip book template that helps them illustrate Vinny's feelings and actions throughout the story. The flip book can have pages for the beginning, middle, and end of the story. Have students draw a picture of Vinny on each page, showing his feelings and actions. Have them also write a sentence or two describing Vinny's feelings and actions using key details, descriptive words, and phrases from the text. Then, have them flip through their book and share it with a partner or a group who will provide feedback and grade based on rubric

Activities: Collective Conversation

Back-to-Back/Face-to-Face

Turn and Talk

Strategies

Quizzes, flashcards, word sorts, collage: for vocabulary word application and to assess the students' understanding of the words.

graphic organizers, charts, diagrams: to analyze story elements, write summaries For example the students can use organizers to compare Vinn's personality traits, in the beginning and end of the story.

Rubrics, checklists, peer feedback: assess students summaries, text evident sort activity, or flip book narrative and story structure and element activities

Writing:

Quickwrite Options:

What lesson does Vinny learn from the tragedy that is Butchie's likely fate?

Why do you think this is an important lesson for Vinny to learn?

How does the presumed death of the boy, Butchie, affect Vinny throughout the passage? Cite evidence from the story to support your answer.

How do Vinny's actions at the end of the passage develop the theme?

Close reading:

- What does Starlene's point of view regarding what happened to the dead boy suggest about her?
- How are Vinny's parents' points of view about the pond different?
- How does the word choice in the following quote develop the tone of the paragraph? "where there was nothing but mud and a few plants to grab on to if you slipped, plants that would rip right out of the ground, plants that wouldn't stop you if you fell, nothing but your screams between you and the rocks below." (Paragraph 56)
- How does Starlene jumping off the high ledge set the plot in motion?

Language Objectives:

- I can use specific word choice and evidence from the text to make inferences and determine the central theme.
- I can analyze and discuss how the setting affects the characters, plot, and theme of the story by using anchor charts and graphic organizers.
- I can create a venn diagram to compare and contrast Vinny's character traits at the beginning and at the end of the story, using adjectives and examples.
- I can write a paragraph about Vinny's feelings and actions throughout the story using key details, descriptive words, and phrases.

Differentiation: ML Support and SpED

Provide accommodations or modifications based on students' IEPs or 504 plans, such as chunking information, highlighting key words, word bank or using assistive technology. Also, providing a quiet space, minimizing distractions, allowing wait time and breaks.

For ML Learners provide them with:

A simplified text that has a clear theme or central idea. And fewer and easier statements to sort.

Allow them to use their native language or a bilingual dictionary to support their comprehension and expression.

Also provide them with definitions, examples, or visuals to help them understand the difference between inferences and facts.

Scaffolding, such as sentence stems, word banks, or models. Also, visuals, symbols, or gestures to support their understanding and communication

Paragraph template that has sentence starters, transitions, and prompts to help them write their paragraph.

For SpEd Learners provide them with:

A modified graphic organizer that has fewer sections or more scaffolding. You can also provide them with multiple choice, matching, or fill-in-the-blank options to help them identify and describe the theme.

A word bank, sentence stems, or examples to help them fill in the graphic organizer.

For example you can use sentence stems, such as “The theme of this text is _____ because _____.” or “The text is mostly about _____ and it shows this by _____.” You can also use a rubric to assess students’ responses.

Differentiation:

Speaking

Substantial: Read aloud the first several paragraphs. Remind students they have a read aloud feature to use while reading the text.

Moderate: Remind students to use the first capital letter of difficult proper nouns.

Light: Online version of reading can be enlarged if need be.

Reading

Substantial: Display the story on the smart board. Read aloud the first several paragraphs. Identify that some of the proper nouns are difficult to pronounce. Tell students to just use the first capital letter to identify the proper noun.

Moderate: Have students identify elements of plot, character and setting using highlighting tools in Kami. Students will highlight indicators in the text that support each.

Light: Have students make a note of what the indicators of plot, setting, and character in the story are. They can use post it notes, or highlighting features.

Writing

Substantial: Give students a model of a written dialogue between two people, and a list of speech tags they can use in their writing.

Moderate: Give students a list of interesting and diverse speech tags.

Light: Give students a list of dialogue punctuation rules.

Language

Use descriptive adjectives to describe characters in “The Ravine.”

Vinny, Joe-Boy, Mo, and Starlene Use the Anchor Chart for Analyze Characterization to analyze the story's characters. Teach any unfamiliar words on the chart. Cross off the section about what characters look like, as they are not described in the story. As a group, brainstorm and define words that describe characters, such as brave, foolish, obedient, superstitious, weak, strong, fearful, fearless, nervous, quiet, and afraid.

Substantial: Have pairs of students annotate the Anchor Chart for one character at a time. Ask students to write something in each quadrant. After students have had time to work on the chart, ask the questions aloud and model using the answers they provide in complete sentences.

Moderate: Provide sentence frames to support the questions on the chart:
Vinny thinks _____. Starlene is the first to _____. Joe-Boy says _____.
Vinny thinks Mo is _____. Vinny/Joe-Boy/Mo/Starlene is _____.

Light: Have students complete a chart for each character. Assign different students to develop their work into a descriptive paragraph for one of the characters, and then share with the class.

Week 5

Reading: *Embarrassed? Blame your Brain*

Focus:

- Closely examine the text's explicit content
- Explain the central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Distinguish between essential and nonessential details of a text to support in creating unbiased summaries withholding personal opinion and judgment
- Utilize relevant connections and text evidence to make inferences and support statements
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Provide an analysis of the impact of specific word choice on meaning and/or tone
- Analyze why the author made a specific word choice

- Analyze the impact of the word choice on the reader
- Evaluate the effectiveness of the author's word choice

Vocabulary:

Tier: 1 pain, sticks, stones, belong survive, fear, mean embarrass,

Tier: 2 humiliation, amplify, operate, transform, hormones, experiments, evidence, rejection, trigger, essential, generate, humiliation.

Academic vocabulary: evident, factor indicate, similar, specific

Initial Engagement with Terms:

As the book is being read, point out the vocabulary words and ask students to guess the meanings based on the context in which they are used. Pronounce and explicitly teach the words. Identify syllables, roots, suffixes and prefixes and practice ways to use the words and their synonyms.

Vocabulary Practice/Apply:

Word Wall: Create a word wall with the tier two words and their definitions. Have students use the words to write sentences, reflections or summaries using the words.

Games: play vocabulary games, such as Word Association, or HangMan, or Pop! where students must use or guess the vocabulary words based on clues, definitions, or categories

Frayer models: students write the vocabulary words and related information, such as definitions, synonyms, antonyms, examples, or pictures to increase students' comprehension and retention of the words and concepts by making them relevant and meaningful and making connections with prior knowledge.

Flash cards: Use index cards or sticky notes to create flashcards for the new words. Students can write the word on one side and the definition on the other and quiz their peers.

Activity:

Think-Pair-Share

Collaborate and Compare

Chalk Talk

Written Conversation- how do the cyberball experiments contribute to our understanding of the connection between physical and social pain in teens?

Strategies

Visuals, examples: Students skim the text and highlight or underline the text features that stand out. Write a brief note in the margin next to each text feature, explaining what it is and what it does for the text.

Graphic organizers, such as a Venn diagram: to help students organize and compare the evidence and personal connections they find in the texts.

Main idea web: Summarize the main idea and supporting details of the text using the graphic organizer with the main idea in the center and the supporting details in the surrounding circles.

Visual Vocabulary: Write words that mean the same as or opposite of the new terms, and then use the words in a sentence. If you know a similar word in a different language, write the cognate.

Reflection template: To help structure and write their reflection. For example, you could use a template that has the following sections: Introduction, where you state the titles and authors of the texts and the main idea or theme that they share

SIOP Practice and Application:

Think-pair-share: students can use a dictionary or Thesaurus to assist with word meaning. They can use an organizer to write the denotative and connotative meanings of the words and use the words to write sentences and share them with a partner or the class.

Small group: Have students read the article silently and then aloud in pairs or small groups. and discuss embarrassing situations and brainstorm some strategies or tips on how to prevent or reduce embarrassment in different situations.

Annotation: The students will use annotations to identify and demonstrate understanding of the text features, such as headings, subheadings, bold words, and diagrams. They will write a summary to demonstrate understanding of the text.

Group Discussion: The students will structure and write their reflections on how the ideas of fear and embarrassment in the texts relate to each other and to their own experiences. Have them use expressive voice, eye contact, and

gestures to convey their reflection and answer questions from the audience about their reflection.

Inquiry: Students will research the connection between brain and embarrassment focussing on parts of the brain such as amygdala, the hypothalamus, and the prefrontal cortex that are activated when a person is embarrassed and present their findings and conclusions using a poster, a PowerPoint, or a video,. Students can also use quotes, pictures, examples, or evidence from the text to support their points.

Writing: Quickwrite Options:

How did “Embarrassed?” inform readers about the fear of embarrassment? How did “The Ravine” convey the same ideas through Vinny’s experience? Use textual evidence from both texts to support your answer.

Consider how the information presented in the text contributes to your understanding of fear. How does fear drive people’s actions? Use information from the text to support your answer.

Language Dive: Unfortunately, the systems that trigger embarrassment and fear of rejection fire up years before the systems that tame bad feelings. (page 227)

Language objectives:

- I use academic vocabulary related to the brain and emotions in oral and written responses.
- I can use evidence and personal connections to support my analysis of the texts.
- I can identify and use text features such as headings, subheadings, bold words, and diagrams to demonstrate understanding the text.
- I can write a reflection on how the ideas in the texts relate to each other and relate to my own experiences.
- I can research information on the brain and embarrassment and present the findings and conclusions to the class.

Meaning: It is unfortunate that the things that make you embarrassed and fear being rejected are felt years before you develop mechanisms to ease those feelings. These feelings of embarrassment and rejection are much stronger when people are in their teenage years. Coping mechanisms are not well developed until adulthood.

Deconstruct- The word “unfortunately” is an introductory word. It can be removed and the sentence could stand without it: however, it gives a different

meaning to the sentence when it is included. Examine the words “trigger” and “fire up.” What other words could be used here?

Reconstruct - Practice & Transfer- Students will write a sentence with an introductory word, making sure the word gives the sentence added meaning.

Differentiation:

Speaking Have students discuss the features of the text using the key term subheading. Circulate around the room to make sure students are using the key term correctly.

Use the following supports for students at varying proficiency levels:

Substantial: Display and read aloud this sentence: *The subheading “It’s All in Your Head” tells me that this section of the text is about how the brain works.* Have students repeat the sentence and practice saying it to a partner.

Moderate: To help students express their ideas about subheadings, display the following sentence frames: *A subhead is a _____. This subheading “It’s All in Your Head” tells me the section is about _____.*

Light: Have student pairs work together to discuss the meaning of the subheading “It’s All in Your Head.” They should be prepared to share their answers with the group.

Reading Tell students that authors of informational texts provide text features like diagrams, subheadings, and boldface or italicized words to help readers understand the central idea of a text.

Point out the diagram under paragraph 4. Use the following supports with students at varying proficiency levels:

Substantial: Guide students to look at the diagram, and use simpler language to explain the information it shows. Summarize what the diagram shows, and have students repeat the summary after you: *A person’s brain controls feelings, such as embarrassment.*

Moderate: Have students use sentence frames to summarize what the diagram shows, such as *The diagram shows how parts of ____ affect _____. The _____ causes _____. The _____ makes you feel _____.*

Light: Have student pairs work together to discuss how the diagram fits into the section as a whole.

Writing Work with students to read the writing assignment on page 55.

Use the following supports with students at varying proficiency levels:

Substantial: Work with students to generate a list of ideas for how to overcome embarrassment. Work together to create a bulleted list of how their service would work. Have them copy this list. Provide support to help them write the initial slogan and call to action for their advertisements.

Moderate: Provide students with a sentence frame to help them write their initial slogan, such as: *Do you want to _____?* Then have them write a bulleted list under the heading “How We Help You Overcome Embarrassment.” Finally, give them a sentence frame to write their final call to action, such as: *So, if you want to overcome embarrassment, just _____.*

Light: Walk students through each step of the assignment. Make sure students understand the initial slogan, the bulleted list, and the call to action. Check student work on each component.

Weeks 6 & 7

Reading/s: [*New freedoms of Afghan women under threat*](#) (NEWSELA Article); *From The Breadwinner*

Focus:

- Determine how the author’s word choice helps develop the narrator or speaker’s point of view
- Reflect upon certain portions within a text and imagine how their content/style would change if the narrator’s or speaker’s point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Observe and analyze how the story’s characters and plot interact and develop throughout a given text
- Read and evaluate how the story’s events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters’ traits
- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)

- Determine and explain the theme using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Analyze the influence of setting on character and plot

Vocabulary:

Tier 1: English, woman, girls, weak, education, fear, anxiety school, disappear, work, home

Tier 2: tradition, unescorted, forbade, extremists, restrict, public, solution, responsibility, stammer, fume, conflict, reversal

Academic vocabulary: inequality, oppression, gender equality, freedom, human rights, discrimination, violence, education, health

Initial Vocabulary

The teacher can explicitly teach the vocabulary after they are introduced. Instruct the students to build their own vocabulary list and include words from the text that they do not know. For each word, add a definition and write a complete sentence.

Vocabulary Practice and Application

Matching game: - Have the students practice the words and their synonyms and play a matching game with the words and their definitions. They can use word cards or a worksheet with scrambled terms and meaning. They can work cooperatively in small groups to match words and meanings correctly.

Recital Game: Have the students create a skit with the Tier 2 words about the risks girls and women in Afghan faced. They can also use the words to write sentences and share with their peers and discuss similar words and meanings.

Flash cards: The students can create flash cards with the words and play games with their peers. One student holds up the card with the word and the other student provides a definition. If the student is correct he/she keeps the card. If the meaning is incorrect it is reviewed and returned to the pile. The game continues until all the cards are displayed. Then the students switch roles.

Pictionary: This is a game that tests drawing and guessing skills. Divide the class into two teams. One student from one team picks a card and draws the word on the board without writing any letters. The other students from the same team try to guess the word within a specified time. If they guess correctly, they get a point. If they don't guess correctly, the other team gets a chance to steal the point. The game continues with students from both teams taking turns to draw and guess.

SIOP Practice and Application:

Annotation: The students will listen to the audio of the article, they will read along and annotate important information that supports the key themes of the text (*Oppression, Gender Equality, Fear of Reversal*) and main idea. They will share their responses with the class and indicate the paragraph where they found the evidence.

Discussion: The students will work in groups to discuss the role of women in Afghanistan using the academic vocabulary provided. The Teacher can provide each group with a list of academic vocabulary related to oppression and gender equality such as discrimination, violence, education, health, etc. The students will share their thoughts and ideas with the class.

Research project: The students will research the impact and custom of Taliban rule before and after Afghan was invaded and the government was overthrown. What are some of the achievements since 2001 and what are the fears and anxieties of Afghan women ? They will provide a glossary of terms and properly cited sources

Compare and Contrast: The students can choose a country or region where women's rights are being threatened or oppressed. They can use the resources from their previous research to find a country or region or from the teacher list. They will discuss the similarities and differences between the two situations and also discuss the impact of these changes on women and their families.

Essay writing & Presentation: The students will write a persuasive essay or letter expressing their opinion and suggestions on how to improve the situation of Afghan women. After students complete their writing they will work to develop their technology skills by creating five-slide narrated presentations that visually and concisely summarize their writing. The students share their presentations with their classmates who will provide feedback and grade based on the rubric.

Activities:

Reading for Gist and Unfamiliar Vocabulary

Mystery Quotes

Timeline of the story

Turn and Talk

Strategies

Use realia and technology to introduce and review the new vocabulary words.

For example, you can show pictures of before and after transformations or videos that depict Afghan's culture or cultural artifacts relating to the tier 2 word meanings

Venn diagram or a table: use a venn diagram to organize findings to compare and contrast the situation of women in Afghanistan with the situation of women in the country or region you chose.

Reciprocal teaching: The teacher teaches the rubric criteria and demonstrates how to provide feedback and applicable score. Then the students practice in their small group presentation.

Close reading: explore the text features annotating and paying close attention to the important details and making connections between different parts of the text in identifying the main idea and theme.

Cooperative group: Students work collaboratively, learn from each other and share research ideas, about information relating to Afghan leadership, culture and traditions.

Writing:

Week 6: Quickwrite: How does the author use elements of both culture and setting in paragraphs 64-72 to help further the plot?

Week 7: Quickwrite: Consider Parvan's personality, the struggles she faces, her actions, and any changes she undergoes. How does Parvana change in response to her external as well as internal conflicts? Be sure to explore her growth and development and include evidence to support your analysis.

Language Dive: "You'll be our cousin from Jalalabad," said Nooria, "come to stay with us while our father is away." (page 181)

Language objectives:

- I can explain how the article shows the oppression and gender inequality that Afghan women face or fear by using descriptive words
- I can discuss the role of women in Afghanistan using academic vocabulary related to oppression and gender equality, such as discrimination, violence, education, health, etc.
- I can compare and contrast the oppression and gender equality of Afghan women with women in other countries or regions using a graphic organizer
- I can write a persuasive letter to a leader or an organization that expresses my opinion and suggestions on how to improve the situation of Afghan women by using key phrases, facts and data.

Meaning: Parvana is being told by her relatives that she will have to play the role of a boy in order to help the family of women get their food and supplies for daily living.

Deconstruct- This sentence reveals that there is a reason that Parvana is chosen to play the role of a male in order to help the family. Because the reader has not learned that the young girl will change her sex, this sentence will act as foreshadowing once the piece is read. It should be noted that at this point in the story, the sentence is confusing. Students must also infer why Parvana must dress as a boy to go to the market.

The sentence uses dialogue. The dialogue is broken into two speaking parts. Proper nouns used for both person and place.

Reconstruct - Practice & Transfer- Students will write a sentence in which dialogue by the same speaker is broken into two sections by the speech tag. Students will be asked to write a sentence with the same meaning, using their own words.

Differentiation: ELL Support and SpED

Speaking Review the meaning of the word plot. Have students discuss the first event in the plot of this excerpt from *The Breadwinner*. Circulate around the room to make sure students are using the key term plot correctly.

Substantial: Display and read aloud these sentences: *The plot is what happens in a story. The first event in the plot is Parvana's family telling her they will dress her like a boy.* Have students say the sentences aloud to you and then practice saying them to a partner.

Moderate: To help students express their ideas about plot, give them the following sentence frames: *The plot of a story is _____. The first event in the plot of this story is _____.*

Light: Have student pairs discuss with each other the meaning of the word *plot* and what the first event in the plot of this story is.

Reading Tell students that setting affects a character's feelings, thoughts, and behaviors. Remind them that the setting of this story is Kabul, Afghanistan, in the late 1990s.

Substantial: Ask: *What are two things Parvana is not allowed to do in Afghanistan? How would she feel about that?* Accept single words or phrases.

Moderate: Guide students to identify the effect that living in Afghanistan has on Parvana. Supply sentence frames such as: *Parvana is not allowed to _____ or _____. She probably feels _____.*

Light: Have student pairs work together to identify the effect that the setting might have on the characters. Supply sentence frames such as: *I think living in Afghanistan might make Parvana feel _____ and act _____. I think this because _____.*

Writing Work with students to read the writing assignment.

Substantial: Work with students to craft a short letter together. Have students copy the letter in their notebooks.

Moderate: Provide a basic outline with the elements of a letter. Include sentence frames such as: *I am interested in _____. Please send me _____.*

Light: Provide a sample letter with the elements of a letter clearly labeled. Give students a checklist to make sure they included all the required elements.

Week 8 : Performance Task

Reading/s: Review module readings

Focus:

- Introduce a narrator and/or characters
- Organize an event sequence that unfolds naturally and logically
- Use narrative techniques effectively to develop experiences, events, and/or characters
- Transition from one idea to the next by using appropriate words and phrases
- Use figurative language to aid in description
- Describe ideas by using sensory and specific language
- Write a conclusion that brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict
- Use language that is precise and powerful to create voice
- Identify defining characteristics of different genres of writing

Activity: Performance Task Revise & Edit

Graphic Organizers to Plan & Draft

Paint Your Essay

Checklist

Peer Review

Language objective

I can write a narrative essay using descriptive words, sensory details, ideas, information and examples from multiple texts explaining how people find the courage to overcome their fears.

SIOP Practice and Application

Full-sentence outline:- to organize your thoughts and structure the first draft of the essay, develop main points, and provide supporting details and evidence for each paragraph. It can help you create a clear and coherent argument for your essay.

Story map: this graphic organizer helps you map out the elements of your story, such as the setting, characters, problem, events, climax, and resolution. It can help you create a plot that is coherent and engaging.

A checklist: helps ensure that your essay meets the requirements of the assignment and the expectations of the audience before submitting or publishing your essay

Peer-review: to improve their writing skills by learning from their peers' strengths and weaknesses, as well as by giving and receiving constructive feedback.

Differentiation: ELL Support and SpED

Provide accommodations or modifications based on students' IEPs or 504 plans, such as chunking information, highlighting key words, word bank or using assistive technology. Also, providing a quiet space, minimizing distractions, allowing wait time and breaks.

ML Learners provide them with a list of descriptive words, examples, visuals or models to help them with their essay draft. Paragraph template that has sentence starters, transitions, and prompts to help them write their draft.

For SpEd Learners provide them with alternative assessment multiple choice, matching, or fill-in-the-blank

	A modified graphic organizer that has fewer sections or more scaffolding. For example, in the introduction, provide background information and thesis. Also, for the body paragraph, provide the topic sentence and possible quotes and examples to support the claim; or A word bank, sentence stems, or examples to help them with their draft. Writing: Performance Task: Throughout this module you explored narratives and articles where people gained courage to face their fears. The texts in this module provided the framework of a narrative. Now it's time to create your own. Write a story about a character who faces a fear and finds courage enough to overcome it. Be sure to include the information you've learned about how others have faced their fears in your narrative.(W.6.3, W.6.4, RL 6.3, RL 6.4, RL 6.5)
Experiences (virtual and live field trips)	Virtual Tour of "The Defining Courage Experience" National Park Service Wright Brothers Virtual Field Trip
Resources	
Reading Plus NewsELA • Unit 3 curriculum complement • Heroism and Courage • The Breadwinner novel study collection	
Pacing/ Time Frame:	9 weeks

Module 2		Grade(s) 6
Unit Plan Title:	Surviving The World Around Us	
Overview/Rationale		
Sixth grade students will explore the topics <i>Surviving the Unthinkable</i> and <i>Never Give Up</i> to determine what it means to survive. The students will read accounts of survival from different points in history, poetry, short stories, and graphic novels to understand how people overcome challenges. Using the various genres, students will analyze characters’ perspectives and points of view. They will also take a closer look at the impact of setting in terms of geography, historical time period, and culture to understand characters motives and decisions. Students will learn that focus and dedication, surpassing limitations, and reflection, impact our ability to survive and overcome obstacles in life. At the end of the module, the students will be challenged to reflect on the readings to explain what traits led the various characters they have read about to survival and why these traits were significant.		
New Jersey Student Learning Standards: ELA		
Language Domain		
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.		
A. Ensure that pronouns are in the proper case (subjective, objective, possessive). B. Use intensive pronouns (e.g., myself, ourselves). C. Recognize and correct inappropriate shifts in pronoun number and person. D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). E. E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements. F. Recognize spelling conventions		
L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. D. Maintain consistency in style and tone		
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.		
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).		

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

Reading Domain

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

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

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

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

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

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

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

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

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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

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

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

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

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or

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

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

WIDA ELD Social and Instructional ELD-SI 4-12

NARRATE

Language Expectations: Multilingual learners will...

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

INFORM

Language Expectations: Multilingual learners will...

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

EXPLAIN

Language Expectations: Multilingual learners will...

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ARGUE

Language Expectations: Multilingual learners will...

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Language Arts

NARRATE ELD-LA 6-8

Language Expectations: Multilingual learners will...

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

Narrate Expressive Construct language arts narratives that:

- Orient audience to context and point of view
 - Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

LANGUAGE FUNCTIONS AND SAMPLE FEATURES

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (Are we ever truly happy? It was a confusing time, nothing seemed normal.)
- Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.)
- Statements and questions to foreshadow or state complication (As she walked home, she felt watched.)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly)
- Expanded verb groups to show relationship between characters

- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.")
- Expanded noun groups to add description and detail (He was short, but strong, with light, closely cut hair and a determined face.)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop a story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (the race, which only happens every four years)
- A variety of verb tenses to pace narrative and locate events in time, including dialog ("Where are you going?," I asked.)
- Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition)
 - Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)

Engage and adjust for the audience through...

- Evaluative word choices to describe author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)
- Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small hunched animal.)

ELD-LA 6-8 INFORM

Inform Interpretive Interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text.

ELD-LA 6-8 Inform Expressive

Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.)
- Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (a period in European history that took place)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects)
- Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)
- Expanded noun groups to add precision (strummed or plucked vibration of the strings)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely)
- Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas.

ELD-LA 6-8 ARGUE

Argue Interpretive Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints

- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

Argue Expressive Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame a topic, provide background information, state claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.)
- Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...)
- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (according to X, the author's claim)
- Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this)
- Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely)

Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)
- Authoritative declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (somewhat powerful versus incredibly powerful; ugly versus grotesque)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
- Verb structures to present information in a variety of ways (past, timeless present, passive voice)
- Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition)
- Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)

Career Readiness, Life Literacies, and Key Skills

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Multiple solutions often exist to solve a problem.
- An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology/Computer Science and Design Thinking

- Technological disparities have consequences for public health and prosperity.
- Economic, political, social, and cultural aspects of society drive development of new technological products, processes, and systems.
- Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants.
- New needs and wants may create strains on local economies and workforces.
- Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

Interdisciplinary Standards

- Historical events may have single, multiple, and direct and indirect causes and effects. The physical and human characteristics of places and regions are connected to human identities and cultures.

21st Century Skills:

E = Encouraged, T = Taught, A = Assessed

E	Civic Literacy	T	Communication
A	Global Awareness	T	Critical Thinking and Problem Solving
E	Health Literacy	E	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

How do you find courage in the face of adversity?
How does embracing fear define who we are as individuals and a collective?
How do authors craft stories to relay a message?
How can studying the construction of a story assist us in writing a narrative?

Enduring Understandings

Individuals draw on a number of resources from within and without to address fears, challenges, and obstacles.
How individuals react to fear shapes their experiences and futures.
Authors convey themes by using literary elements and devices.
Narratives have characters, plots, and settings.

Student Learning Targets/Objectives

- I can analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text,
- I can analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method),
- I can analyze a writer's style and presentation
- I can determine how the author's word choice helps develop speaker's point of view
- I can read and evaluate how the events and setting impact and shape the individuals in different ways
- I can determine how particular episodes may trigger various responses in individuals, revealing one or more of the characters' traits
- I can observe and analyze how the story's characters and plot interact and develop throughout the text
- I can determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- I can reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader

- I can evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- I can unpack a writing prompt
- I can select an appropriate text structure or format for the task
- I can use language that is precise and powerful to create voice
- I can create a tone that is appropriate for one's audience
- I can compose a well-developed thesis statement
- I can add relevant concrete details, quotations, or other information and examples to develop the topic
- I can cite information correctly by following the proper format
- I can select specific vocabulary to inform about or explain the topic
- I can select direct and indirect quotations that relate to the topic as evidence
- I can explain quotations used as support to enhance meaning
- I can use previous knowledge to expand discussions about a topic
- I can engage in conversations about grade-appropriate topics and texts

WIDA I Can Statements

NARRATE

Interpretive

- I can identify a theme or central idea that develops over the course of a text.
- I can analyze how character attributes and actions develop in relation to events or dialogue.
- I can evaluate the impact of specific word choices about meaning and tone.

Expressive

- I can orient the audience to context and point of view.
- I can develop and describe characters and their relationships.
- I can Develop story, including themes with complication and resolution, time, and event sequences.
- I can engage and adjust for the audience.

INFORM

Interpretative

- I can identify and/or summarize main ideas and their relationship to supporting ideas.
- I can Analyze observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- I can evaluate the impact of an author's key word choices over the course of a text.

Expressive

- I can introduce and define topics and/or entities for the audience.
- I can establish an objective or neutral stance.
- I can add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors.
- I can develop coherence and cohesion throughout text.

ARGUE

Interpretative

- I can identify and summarize central ideas distinct from prior knowledge or opinions.

- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.
- I can evaluate relevance, sufficiency of evidence, and validity of reasoning that support claim(s).

Expressive

- I can introduce and develop claim(s) and acknowledge counterclaim(s)
- I can support claims with reasons and evidence that are clear, relevant, and credible.
- I can establish and maintain a formal style.
- I can logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion.

EXPLAIN

Interpretative

- I can identify concepts or entities.
- I can analyze possible ways to represent and solve a problem.
- I can evaluate the model and rationale for underlying relationships in the selected problem-solving approach.

Expressive

- I can introduce a concept or entity.
- I can share solutions with others.
- I can describe data and/or problem-solving strategies.
- I can state the reasoning used to generate a solution.

Assessments

- **Pre and Formative:**
 - Reading Diagnostic
 - Quickwrites
 - Quizzes
- **Authentic & Summative**
 - Extended Writing Task #2: You've read about individuals who faced difficult situations and the attributes that help them to keep trying. Now consider the role of the setting. How does the setting reveal, contribute to, and create conflict in a story? Write an essay explaining the role setting played in "A Schoolgirl's Diary" from I am Malala and "The First Day of School." Be sure to include details from both texts to support your answer.
 - Module 2 Benchmark Assessment
 - Performance Task- Throughout this module you have read several stories of survival and perseverance. Think of the characteristics and traits the characters embodied in order to persevere through their challenges. Write an essay explaining the key characteristics/traits that were common across the readings that contributed and/or lead to survival. Be sure to include "why" these characteristics are necessary. Be sure to include evidence from the texts to help support your response.

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lessons to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms,

	antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily. <u>Share the Pen-</u> Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list. <u>SloP Strategies</u> - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ML’s to reach English language acquisition. <u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction. <u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements. <u>Thumbs Up/Down, “Stop Light”, “Smiley Face”-</u> for quick, formative assessment <u>Think-Pair-Share</u>– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch. <u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.
Activities: Including G/T, SE, and MLL Differentiation <i>Differentiation examples:</i>	<u>Week 1 & 2:</u> Week 1: Excerpt “A Schoolgirl’s Diary” from I Am Malala & excerpt <u>“Epilogue”</u> from I Am Malala Focus:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan **MUST** be adhered to.

- ❖ Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)
- ❖ Sentence frames discussions/sharing.
- ❖ Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
- ❖ Refer to visuals throughout lesson/activity
- ❖ Divide instruction into smaller chunks of time
- ❖ Post pictures with new vocabulary words when possible and have children repeat each word.
- ❖ Students demonstrate understanding verbally or drawing.
- ❖ Allow role-play responses.
 - ❖ Provide sentence frames for forming opinions: I agree with ____ because

- Analyze how a key individual, event, or idea is introduced, illustrated, and elaborated in a text,
- Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method),
- Analyze a writer's style and presentation
- Determine how the author's word choice helps develop speaker's point of view
- Read and evaluate how the events and setting impact and shape the individuals in different ways
- Determine how particular episodes may trigger various responses in individuals, revealing one or more of the characters' traits

Vocabulary: (additional words are in the Glossary)

Tier 1 School, friend, exam, diary, anxiety, dream, ban

Tier 2 debate, edict, defy, courage, pseudonym, anonymous, sequential, capitalization, trance, lament

Academic vocabulary: achieve, individual, instance, outcome, principle
Capitalization (Refer to Lesson 1 Respond: Language Conventions) (L.6.2)

Initial engagement with terms; Introduce each new word and cognates one at a time. Read the word aloud and have students repeat the word. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used in the story. Display them in a visible place in the classroom and refer to them before, during, and after reading the story.

Vocabulary Practice and Application

For students to consolidate and extend their knowledge of new words, use the words in different contexts and situations, such as writing sentences, paragraphs, stories, or essays.

Matching game: - Have the students play a matching game with the words and their definitions. They can use word cards or a worksheet with scrambled terms and meaning. They can work cooperatively in small groups to match words and meanings correctly.

Pictionary: This is a game that tests drawing and guessing skills. Divide the class into two teams. One student from one team picks a card and draws the word on the board without writing any letters.. The other students from the same team try to guess the word within a specified time. If they guess correctly, they get a point. If they don't guess correctly, the other team gets a chance to steal the point. The game continues with students from both teams taking turns to draw and guess.

____. Or I do not agree with ____ because ____.

- ❖ Encourage use of content vocabulary.
- ❖ Use words, gestures, and repetition to assist in developing vocabulary meaning retention.
- ❖ Retell stories, have children point to an image that matches their retelling.
- ❖ Have children highlight vocabulary/key words in their student workbooks.
- ❖ Model using class anchor charts to assist in their writing, speaking, and reading..
- ❖ Provide word/phrase cards to assist in accomplishing tasks.
- ❖ Model sentence structure when responding to questions.
- ❖ Ask “yes” and “no” questions from time to time.
- ❖ Allow frequent movement in the classroom, going up to the SMARTBoard, or

Flash cards: Place flashcards face down on a table or on the floor. Students take turns to flip over two cards and try to find a matching pair. If the cards match, the student keeps them and has another turn. If the cards don’t match, the student flips them back over and the next student has a turn. The game continues until all the cards are matched. The student with the most pairs wins.

Activity: Entrance Ticket: Think of a time you had to persevere through a truly difficult situation. How did you get yourself through it? Did others help? What challenges did you face?;

Exit Ticket, Introduce & Unpack the Performance Task, annotation of text

Strategies

Use visuals, gestures, or realia to introduce and review the new vocabulary words. For example, you can show pictures of a diary, a deadline, a ban, or a Nobel Peace Prize and explain their meanings. You can also use gestures to demonstrate words like anxiety, defy, or courage.

Using cooperative learning strategies, such as think-pair-share, jigsaw, or reciprocal teaching, to help students interact and communicate with each other using the text. For example, you can assign different sections of the text to different groups of students and have them read and discuss their sections with their peers. Or Students can work in pairs or small groups to find and share examples of foreshadowing from the text (Chapter 9, pg1, Chapter 5, p.26) and discuss how they create suspense and anticipation for the reader. Then, have them share their findings with the whole class.

Using graphic organizers, charts, or diagrams to help students organize and summarize the information in the text. For example, you can use a timeline to show the sequence of events in Malala’s diary entry, recovery and activism, or students can create a graphic organizer or a chart that shows the challenges and events that Malala describes in the excerpt and how they set the stage for her attempted murder. Also, to organize their writing for the debate.

SIOP Practice and Application

Graphic Organizer: The students will identify the metaphors in her speech and explain what they mean literally and figuratively. For example, “The extremists are afraid of books and pens.” (Metaphor) This metaphor compares books and pens to weapons that can defeat the extremists, implying that education is more powerful than violence and oppression.

Index cards or sticky: - Students can write sentences and examples of metaphor on index cards or sticky notes from the text and discuss how they reveal Malala’s perspective and attitude toward the Taliban’s rule and exchange them with other students, who will check their grammar and punctuation and provide feedback.

big book to point out things relevant to the lesson.

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have students make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _____)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to students in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images,*

Close read: Students will closely read the text and look for examples of events that foreshadow or contribute to her confrontation with the Taliban soldiers. education. These could include personal, social, political, or cultural difficulties or incidents that affected her life and education. They will explain how each challenge or event impacted Malala and her family, friends, community, or country. Use quotes or paraphrases from the text to support your explanation.

Group Performance: -Students can create a dramatic monologue in which they imagine that they are Malala and narrate the events leading up to her encounter with the Taliban soldiers including a beginning, a middle, and an end. They can use quotes or paraphrases from the memoir as well as your own words and emotions to tell your story. They can also use gestures, facial expressions, or props to enhance their performance.

Timeline: - Create a timeline or a storyboard in which they illustrate the events leading up to her encounter with the Taliban soldiers. They can use images, symbols, words, or colors to represent the events and their effects. can Also, use arrows, lines, or shapes to show the connections or transitions between the events.

Annotation: Students can read an excerpt from Malala's memoir and highlight or underline the sentences that include a clause and a colon to elaborate on the preceding thought. They can also write down the details or evidence that show Malala's opinion on the topic.

Interviews: The students can conduct interviews with different characters from I Am Malala, using personal information and details from the book. You can divide the class into pairs or small groups, and assign each student a role, such as Malala, her father, her mother, her brother, her friend, her teacher, etc. Each student has to prepare some questions and answers based on their role, using information from the book and other sources. Then, they take turns interviewing each other in front of the class, using gestures and expressions to portray their character. The other students listen and take notes, and then ask their own questions. *This activity can help you practice speaking, listening, reading, and writing skills.*

Writing:

Week 1: Consider the challenges and events Malala describes in the excerpt of her memoir. Explain how the events leading up to Malala's encounter with the Taliban soldiers set the stage for her attempted murder.

Week 2: excerpt [*"Epilogue"*](#) from *I Am Malala*

How does Malala respond to the incident, and what does that reveal about her?

Language Dive: "I played with my shoebox dolls and thought: *The Taliban*

and Google Expeditions

- ❖ Choice in task products (song, dance, writing, role play, drawing)
- ❖ Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen

Content Objectives:

- I can analyze how Malala’s use of metaphor reveals her perspective and attitude toward the Taliban’s rule.
- I can identify and explain the metaphor used by Malala to compare the Taliban’s “ideal woman” to her paper dolls.
- I can provide evidence from the text to identify and explain the challenges and events that Malala faced before her attack and how they foreshadowed or contributed to her confrontation with the Taliban.
- I can analyze how Malala’s memoir builds suspense and tension by describing the events leading up to her encounter with the Taliban soldiers and how they reveal her courage and determination.

Language Objectives:

- I can identify and explain metaphors in Malala’s memoir using academic vocabulary and sentence frames.
- I can use transition words and phrases to summarize and compare the events in Malala’s memoir and express my opinion about her character traits using evidence from the text.
- I can write complete sentences using metaphors and describe what it means using an example from Malala’s memoir.
- I can use quotation marks and citations to quote directly from Malala’s memoir and explain how they foreshadowed or contributed to her confrontation with the Taliban.

Meaning:

Deconstruct: Malala is playing with her dolls . She is thinking about the Taliban's rule to restrict girls from attending school. While contemplating the reasons why they would implement such a rule, Malala uses a metaphor to compare the Taliban's “ideal woman” to her paper dolls.

Reconstruct - Practice & Transfer- Have students compose a sentence which includes a clause and uses a colon to elaborate on the preceding thought. As an extension, the students could be tasked to identify details/evidence in the memoir of Malala’s opinion.

Differentiation: ML Support and SpED:

Listening- Have students listen as you read aloud the background information and paragraph 1 (the dedication). Use the following supports with students at varying proficiency levels:

- Substantial: Tell students that you will ask questions, and they can indicate yes or no with thumbs up or down. For example, ask: *Is the*

author talking about sports? (no) Is the author talking about religion? (no) Is the author talking about education or schools? (yes)

- Moderate: Have students identify the words in the introduction that reveal the author's purpose. Ask: *What words in the text tell you what Yousafzai wanted to support or promote by telling her story?* ("no access to education," "fought for their basic human rights and education")
- Light: Pair students to circle and discuss the words and phrases in the excerpts that reveal that the author's purpose is to reach people worldwide. Ask: *How do you know the author's purpose is to help more than just Pakistani girls?* ("to those children all over the world . . . to those teachers . . . anyone who has fought for their basic human rights and education")

Speaking: Have students discuss the features of the text using the key term prologue. Circulate around the room to make sure students are using the term correctly.

- Substantial: Display and read aloud this sentence with students echo reading: *The prologue is also sometimes called the preface or the introduction.* Have students practice saying the sentence to each other.
- Moderate: Have students skim through the prologue of the selection. Note that the prologue is in two parts: Part 2 begins after paragraph 9. Ask students to identify why there is a line between the parts of the prologue. (*Part 1 of the prologue is about her home and family; Part 2 is about going to school.*)
- Light: Pair students to discuss the purpose of Part 1 of the prologue. Ask: *What does the author want you to know about her life before she tells you her story?* (*The prologue shows that Malala's home life is not so different from that of other teens around the world.*)

Reading- Draw students' attention to the photographs and the map. Point out that they should use visuals as a prereading strategy because they can learn a lot by skimming these features first. Work with students to study the five photographs and one map.

- Substantial: Tell students that you will ask questions about the photographs and map, and they can indicate yes or no with thumbs up or down. For example, ask: *Is the author talking about America?* (no) *Is the author talking about boys?* (no) *Girls?* (yes) *Is the author talking about Pakistan?* (yes)
- Moderate: Have students identify Malala's central problem. Ask: *Why do all the photographs show girls at school?* (*In her area, the Taliban said Muslim girls were not allowed to attend school.*)

- Light: Point out the photograph on page 344. Pair students to identify what they can about present-day Malala from this photograph.
(*confident, happy, willing to take charge of things*)

Writing- Guide students to use formal language for the letter-writing assignment on page 349. Before beginning the writing assignment, discuss student opinions in a group. Write down words and phrases that come up in discussion on the board so students can spell them correctly in their letters. Model formal language.

- Substantial: Provide a model business letter, and work with students to create text for the letter by using simple text frames, such as: *In my opinion, the BBC _____ . I think this because _____ .*
- Moderate: Provide a model business letter for students to use as a template, and allow students to work in small groups with native speakers or advanced language learners to write the letter.
- Light: Provide a model business letter for students to use as a template, and have students work with a partner to write the letter using the words and phrases on the board.

Weeks 3 & 4

Reading:

1. *The First Day of School*
2. [Who were the Little Rock 9?](#)

Focus:

The First Day of School

- Observe and analyze how the story's characters and plot interact and develop throughout the text
- Read and evaluate how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)

Extended Writing Task

- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Read and evaluate how the story's events and setting impact and shape the characters in different ways

- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Introduce a topic
- Compose a well-developed thesis statement
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Select specific vocabulary to inform about or explain the topic
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning

Vocabulary:

Tier 1: school, father, friend, happy, crazy, sad, responsible,

Tier 2 serene; linger; poised; lamenting; resentment; stealthily, bug, anonymous immune, deadline, ban, defy, courage, forbade, surrender, pseudonym, oblivious

Academic vocabulary: achieve, individual, instance, outcome, principle

Sentence Patterns and Structure (L.6.3a) (Refer to Lesson 2, Respond: Language Conventions) Using a Thesaurus (L.4) (Refer to Lesson 2 Respond: Vocabulary)

Initial engagement with terms; Provide clear and explicit definitions, examples, and explanations of the words, using multiple modalities (oral, written, visual, etc.). Use the words in various contexts and sentences, highlighting their synonyms, antonyms, multiple meanings, and word parts (prefixes, suffixes, roots).

Vocabulary Practice and Application

Playing games and quizzes that test the words' meanings, spellings, synonyms, antonyms, or word parts. e.g. A spell it game that challenges the students to hear and correctly spell the words.

Use index cards or sticky notes to create flashcards for the new words. Students can write the word on one side and the definition, synonym, antonym, or example on the other side.

Exploring the words' connections and relationships with other words, concepts, or topics, using graphic organizers, mind maps, or word webs.

Activity:

Background Knowledge: Brown vs. Board of Education

First reading of text

Turn and Talk

Collaborative Conversation

Mystery Quotes
TimeLine of the Story

Strategies

Anchor Charts: - List of academic vocabulary and transition words related to setting, character, and plot and model how to use them in sentences or paragraphs.

Scaffolding: - A graphic organizer to help students plan their essay, model a narrative using the excerpt as an example, provide sentence frames and word banks to support students' writing

Examples: - Mentor text or a sample essay to show students how to organize and write an essay that compares and contrasts the settings of two texts and how they affect the characters and the plot.

Think aloud: - Use a think-aloud strategy to demonstrate how to identify and explain the role of setting in a text and how it affects the characters and the plot, using evidence from the text to support the analysis.

Think-pair-share: This is a technique that involves students thinking individually about a question or topic, then pairing up with a partner to discuss their thoughts, and finally sharing their ideas with the whole class.

SIOP Practice and Application

Independent practice: Students can review a list of academic vocabulary and transition words related to setting, character, and plot and practice using them in sentences or paragraphs.

Cooperative Group: Students will work in pairs or small groups to find and share examples of comma series, or simple sentences from the text and discuss the effect of comma series on the flow and rhythm of a sentence, and why the author chose to use them and how they affect the reader's understanding and interest.

Recreate a scene: Students can role-play or dramatize scenes from the text that illustrate John's envy and the noises and commotion of the city.

Draft Essay: Students can write a draft of their essay, using academic vocabulary and transition words to explain the role of setting in "The First Day of School" and "A Schoolgirl's Diary" and how they affect the characters and the plot, and peer-review each other's work.

Rubric: Students can review the rubric and the expectations for the extended writing task and ask any questions or clarifications they might have.

Writing: Quickwrite: After reading the historical fiction story, “Fst Day of School” and watching the video, “Who were the Little Rock 9?,” explain how the video changes or adds to the understanding of the setting in the story? Be sure to use two pieces of evidence from both texts to support your response.

Language Dive: “She must have slept all right—and for this John felt both envy and a faint resentment. He had not really slept since midnight. The heavy traffic in town, the long wail of horns as somebody raced in on the U.S. highway holding the horn button down, and the restless murmur, like the sound of a celebration down in the courthouse square, had kept him awake after that.” (Paragraph 13)

Language objective(s)

- I can use academic vocabulary and transition words to write an essay that explains the role of setting in two texts and how they affect the characters and the plot.
- I can identify examples of adjectives and verbs from the text and discuss how they show John’s feelings and the mood of the city and share with my group
- I can create a graphic organizer or a Venn diagram that shows the similarities and differences between John’s sister and the city in terms of their reactions to the integration.
- I can role-play or dramatize scenes from the text that illustrate John’s envy and the noises and commotion of the city.
- I can cite textual evidence and analyze how the setting reveals, contributes to, and creates conflict in two texts.

Meaning:

Deconstruct: John is envious of his sister for being able to sleep the night before they are supposed to go to a new school as the first integrated black students in America. He goes on to describe the noises and commotion of the night before their first day. They indicate the celebration and the unrest the city is in.

The author uses several commas to indicate a series. Writers use commas in a series to separate words or word groups of three or more items. In this case, the narrator is describing the commotion in the night as if he was listing the different things that happened.

Reconstruct: Practice & Transfer- Have students compose a sentence using a comma series. As an extension, allow students to discuss why the author chose to use a comma series instead of separating the ideas into smaller, simple sentences. Does the comma series have more impact on the reader in conveying the chaos? Or would the smaller, simple sentences have the same effect?

Differentiation: ML Support and SpED:

Listening- Draw students' attention to the fact that setting includes the time when a story takes place. The setting affects the way characters act and feel. Remind them that this story's setting is 1958 in the southern United States, where many white people are upset about school integration. Have students listen as you read aloud paragraphs 22–23.

Substantial: Make the following statements, and have students answer with a thumbs-up for yes and a thumbs-down for no: *This story takes place now. John and Audrey are going to be among the first black students to attend an all-white high school. Some people in the town are mad about black students going to high school.*

Moderate: Have students complete these sentence frames: *John and Audrey are going to be among the first _____ to _____. Some people in the town are angry because _____.*

Light: Have students demonstrate listening comprehension by answering the following questions: *What are John and Audrey about to do? What is happening in town?*

Speaking- Refer students to the plot diagram on page 353. Discuss each element, using a familiar story to illustrate the elements. Then have students discuss the plot of “The First Day of School.” Circulate to make sure students are using the word *plot* correctly. Work with a group of students to determine each element of plot. Write the terms *rising action*, *climax*, *falling action*, and *resolution* on the board.

Substantial: Tell a simple story and use stick-figure drawings or online pictures to illustrate each plot element. Place the pictures next to the name of the plot element. Then mention events from the story, and have students point to the picture and plot element that corresponds to that event.

Moderate: Discuss each plot element with students. Then have students complete sentence frames such as: *Rising action is when _____.*

Light: Have student pairs discuss examples from the story for each plot element. Then have them summarize the story's plot.

Reading- Discuss the Effects of Setting on Plot and Character. Review with students that the setting of the story is the American South in 1958, when schools were just being desegregated. Point out that this setting affects the conflict of the story and the way the characters respond to it. Work with students to read paragraphs 31–36.

Substantial: Write the words *setting*, *plot*, and *character* on the board. Write definitions for each word. Have students read each word and definition chorally. Provide pictorial support for each definition.

Moderate: Display and discuss the definitions for the terms *setting*, *plot*, and *character*. Have students discuss each term using sentence frames such as: *The setting of this story is _____.*

Light: Have student pairs answer the questions: *How does this setting affect John's feelings about Audrey going to school? Why does Audrey tell John they have to go to school?*

Writing- Direct students to the writing assignment.

Substantial: Work with students to create an idea web about the effects of setting on characters. Accept single words or short phrases to include in the web. Provide support for writing a group response, and have students copy it. They should illustrate the response to demonstrate comprehension of the concepts.

Moderate: Give students a sentence frame to write a controlling idea: *John feels _____ about going to school.* Provide additional sentence frames to help students explain how the setting affects John and to explain how John's response to events in his past affects his actions in the present.

Light: Have student pairs use the first four checkboxes of the assignment to create an outline for their response. Remind them to use the words *setting* and *character* in their outlines and writing. Conference with pairs about their ideas and needed revisions. Have students create first drafts that you review.

Weeks 5-7:

Readings:

1. From *A Long Walk to Water* (HMH)
2. Excerpts [A Long Walk to Water \(chapters 9-13\)](#)
3. *Salva's Story* (Video) (HMH)

Focus:

- Observe and analyze how the story's characters and plot interact and develop throughout a given text
- Read and evaluate how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text

- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)

Vocabulary:

Tier 1: river, walk, lake, fear, day, sun, food, grass, family dehydration, abandon, vulture, thorn, desert, drill, refugee, survive, celebrate

Tier 2: fetch, gauge, utterly, veer; hesitate; collapse; scurry; emerged, parched, precise, relentless, arid, contaminated, endured, shoulder Language:

Prepositions and Prepositional Phrases (Refer to lesson 1. Respond: Vocabulary and Language Conventions.) (L.3.6.A)

Academic vocabulary: circumstance, constraint, impact, injure, significant

Initial engagement with terms;

Word Splash: Students are given a list of vocabulary terms related to the text and asked to write or draw anything that comes to their mind when they see or hear each word. They can also group the words into categories or make predictions about how the words relate to the text. This activity helps students brainstorm and share their ideas and associations with the words.

Vocabulary Practice and Application

Frayer Model: Students are given a graphic organizer that has four sections: definition, characteristics, examples, and non-examples. They use the organizer to explore the meaning and usage of each vocabulary term. They can also use dictionaries, thesauruses, or other resources to help them complete the organizer. This activity helps students deepen their understanding and retention of the words.

Activity:

Reading for Gist and Unfamiliar Vocabulary

Timeline of the story

Take A Stand Protocol

Entrance/ exit ticket - how are Salva and his Uncle alike and different?

Entrance/exit ticket- How is Salva changing?

Strategies

Graphic organizer- Create a cause and effect graphic organizer with two columns: one for causes and one for effects. You can use a T-chart, a fishbone diagram to fill in the graphic organizer with the causes and effects that you find in the chapters For example, **Cause** - Salva and his group cross the Akobo desert. **Effect** - Salva suffers from thirst, heat, pain, and exhaustion. Then, analyze the influence of setting on Character and Plot.

Anchor Charts: Analyze Narrative Structure, provide high-level visual summaries. and character analysis For example, Salva survives many challenges and tragedies demonstrate how his character is a model of resilience, perseverance, and leadership.

Cooperative Learning Group: Students work in groups to analyze how the point of view of Salva develops throughout the novel and how it affects their understanding of the characters and events. This activity helps students practice their literary analysis and collaboration skills.

Socratic Seminar: This is a student-led discussion, where a student leader asks open-ended questions that encourage critical thinking, listening, and speaking skills. The teacher or the students create questions, prepare notes, and lead the conversation e.g. What are some of the moral dilemmas that Salva and his group face in these chapters? How do they resolve them? This question asks students to identify and evaluate the ethical issues that arise from the situations that Salva and his group encounter in their journey. Students can use their own values and reasoning to explain their opinions and listen to others' views.

SIOP Practice and Application

Pre-reading learning stations - to build background knowledge and meet the characters- the students engage in learning stations activity to “get to know” Salva and Jewiir through key excerpts, learn about the setting, Dinka tribe and civil war/ historical context, and consider the impact of water on their lives.

Chapter Summaries and Analysis: Students read summaries and analysis of each chapter or group of chapters to review the main events, characters, themes, and vocabulary. The summaries and analysis provide clear and concise explanations that help students comprehend the text and deepen their understanding of the author's craft.

Photo Gallery Analysis: After reading about the Dinka tribe, students closely read a photo gallery to learn more about Dinka culture and compare it to their own. The photos and captions provide visual and textual clues that help students infer the meaning of unfamiliar words or concepts.

Study Guide Questions: Students answer questions related to each chapter or group of chapters to check their comprehension and recall of the main events, characters, and vocabulary. The questions provide scaffolding and feedback that help students monitor their progress and clarify any confusion or misunderstanding.

Book Club Questions: Students discuss questions related to each chapter or group of chapters with their peers or in small groups. The questions can be about the plot, the characters, the themes, the connections, or the opinions of the students. This activity helps students enhance their speaking and listening skills and deepen their engagement with the text.

Repetitive Poetry: Students write simple sentences that summarize a passage from the novel and repeat a sentence or phrase that expresses the main idea between the lines. They use their own words or words from the text to create their poems. This strategy helps teachers reinforce students' main ideas and summarizing skills.

Writing:

Quickwrite 1: from *A Long Walk to Water* (HMH)

Reread paragraphs 37-39. Identify and consider Salva's thoughts and actions. How might Salva's surroundings affect his thoughts and actions as he fights for survival?

Week 2: *A Long Walk to Water* chapters 9-10

Consider the conversations Salva has with his uncle. How does Uncle Jewiir teach Salva how to survive? How does this transform Salva's thoughts and actions?

Quickwrite 3: Salva's experiences and reactions change based on his surroundings. Explain how the setting of *A Long Walk to Water* shapes Salva's experience and character. How does Salva evolve from fleeing at the sound of the bomb to the time he emerges from the Gilo river?

Language Dive: "As Salva walked, the same thoughts kept going through his head in rhythm with his steps. Where are we going? Where is my family? When will I see them again?" (paragraph 7).

Language Objectives

- I can demonstrate understanding of dependent clauses and prepositional phrases by rewriting sentences from the text with different word order and meaning.
- I can use adjectives and adverbs to describe Salva's physical and emotional changes throughout his journey and how they reflect his resilience and growth using evidence from the text.
- I can use descriptive language and sensory details to describe how the setting of *A Long Walk to Water* affects Salva's experience and character development.
- I can compare and contrast Salva's thoughts and actions in different settings and explain how his surroundings affect his survival using coordinating conjunctions and adverbs

- I can cite textual evidence to explain how the conversations between Salva and his uncle help Salva cope with the challenges and dangers he faces and how they change Salva's outlook and actions using reporting verbs.

Meaning

Deconstruct: The statement exemplifies Salva's desire to see his family, his motivation to keep pressing forward, while showing how his mind and body move in rhythm forward.

Reconstruct: Practice & Transfer- Have students remove and exchange the dependent clause and prepositional phrases to create new sentences that show Salva's determination or fortitude.

Week 8

Reading/s: *Into the Lifeboat from Titanic Survivor*

Focus:

- Read and evaluate how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Determine how the author develops the point-of-view of the narrator or speaker in the text
- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Determine how the author's word choice helps develop the narrator or speaker's point of view.
- Evaluate the effectiveness of the author's choice in point of view

Vocabulary: (Refer to Lesson 3 Respond: Vocabulary) (L.6.4)

Tier 1: deck, order, leave, face, cold, dark, watch, sink, hear, cry, pray, wonder, hold, close, warm, comfort, keep, hope, wait, dawn, break, count, hour, feel, joy, know.

Tier 2: reluctance; reassure; fascinate; unrestrainedly; agonizing Commas illuminate, doom, hope, fate, dream, unknown, tremble, fear, stable, experiment, horizon, demonstration (Refer to Lesson 3 Respond: Language Conventions) (L.6.2)

Academic vocabulary: significant, circumstance

Initial engagement with vocabulary

Echo read: As the text is being read, the students repeat the words. The teacher creates a word bank and the students' annotate the vocabulary words in their text as they are read. This technique is designed to help the students develop expressive and fluent reading.

Vocabulary Practice/Apply:

Image: The students will repeat the words, write them down, visualize a mental image and explain to the class.

Vocabulary cards: Write the vocabulary words on one side of the cards and the definitions or synonyms on the other side. Have students use the cards to play memory games, quiz each other, or sort them into categories.

Fill in the blanks: Write sentences from the memoir related to the memoir's theme or context on a worksheet or a board, leaving some vocabulary words blank. Have students fill in the blanks with the appropriate words, using clues from the context or word bank.

Create sentences: Give students a list of vocabulary words and have them create their own sentences using the words. Have them share their sentences with a partner or the class and check for accuracy and meaning.

Activity:

Draw/Create a visual for what students read (vivid language)

Turn and Talk

Close Reading

Strategies

Annotation: Have students read the memoir silently and then aloud in pairs or small groups. Have them identify and discuss the vocabulary words, the main idea, and the details of the memoir. Have them use graphic organizers or sticky notes to annotate the memoir.

Self-questioning: Students use the KWL chart to question themselves before, during, and after learning, such as "What do I already know about this topic?", "What do I want to learn?", "How can I check my understanding?", "What did I learn?", "How can I apply what I learned?", etc.

Modeling: explain figurative language, examples and its uses. Figurative language often uses figures of speech, such as metaphors, similes, personification, hyperbole, etc., to make comparisons, exaggerations, or associations. For example, show them how to find examples of metaphors, such as "the doomed ship" or "the cold and dark unknown", and explain what they mean and how they enhance the tone and theme.

Cooperative learning such as think-pair-share, and jigsaw, to encourage interaction among students. For example, have the students work in groups to create a poster or image that illustrates the main idea or theme of the text, (*The theme of the text is the struggle for survival and human nature in times of crisis*) and some possible statements that exemplify the psychological reactions and human nature of some of the individuals on the boat e.g.

- “Some people were so frightened they could not speak, others were hysterical, and others were calm.”
- “Some people were praying, others were crying, and others were singing.”
- “Some people were selfish, others were generous, and others were heroic.”

Have each group take turns presenting their poster to the class and explain how it relates to the text

Scaffolding: provide guided instruction to support comprehension and language development, such as providing sentence frames, word banks, graphic organizers, etc. Promote students’ metacognition by asking them to reflect on their learning process or outcomes.

SIOP Practice and Application

Summary chart: Provide students with a graphic organizer that has four sections: main idea, supporting details, conclusion, and personal connection. Have students use the chart to summarize the story in their own words and relate it to their own experiences or opinions.

Hands-on materials and activities; Provide vocabulary cards and have students use the cards to complete multiple choice activities by choosing the correct vocabulary word to complete the sentence or answering the question.

Storyboard: Have students create a storyboard or podcast of the Titanic disaster. They can work in groups of four or five and assign each group member a role, such as narrator, interviewer, survivor, historian, or editor. They can use the memoir and conduct research on the historical background and context of the Titanic. Together they will write a script for their storyboard, using some of the vocabulary words from the reading and their own words. In addition to text they use symbols, graphics /images. They can use a digital storyboard or the traditional or an online tool of their choice. They will share their episode with the class, listen to other groups’ presentations and give feedback or comments.

Group activity:- Students work in groups to identify and analyze the figurative language and descriptive words used in the memoir “Into the Lifeboat from Titanic Survivor”. For example, have them find examples of metaphors, such as “the doomed ship” or “the cold and dark unknown”, explain what they mean and how they enhance the tone and theme; and descriptive words such as “loud”

“twinkled” “frantic” and state the part of speech and what it describes in the reading

Writing:

Quickwrite: Compare the author’s use of the phrase “yawning blackness below” in paragraph 5 with her reference to “that inky blackness beneath” in paragraph 21. What does the author convey about her feelings by returning to this image?

Language Dive:

Week 1: “I even noticed a few people leaning over the rail, watching in an unconcerned manner; perhaps they too were persuading themselves it was a bad dream!” (paragraph 12)

Language Objective

- I can explain how punctuation affects the meaning and tone of a sentence.
- I can determine the denotative and connotative meaning of specific words and phrases using context clues and a dictionary.
- I can compare and contrast the author’s use of imagery in two paragraphs and analyze how it conveys her feelings.
- I can use words and phrases such as because, for example, as a result, therefore, to write a paragraph that explains how a statement from the text (Para 30) exemplifies the psychological reactions and human nature of some of the individuals on the boat.
- I can articulate cause and effect relationships within a thinking map using subordinating conjunctions: since, because, and when.

Meaning

Deconstruct: How does this statement exemplify how some of the individuals on the boat processed what was happening? How does the statement show human nature?

Reconstruct: Practice & Transfer- Move the adverb phrase “watching in an unconcerned manner” to different parts of the complex sentence. Have students note how the meaning of the sentence changes. Ex. if it is placed at the very beginning of the sentence who would it be referring to?

Week 2: “I closed my eyes and prayed, prayed for one and all but dared not think of anyone in particular. I dared not visualize those people I had just left, warm and alive as I was.” (paragraph 27)

Meaning

Deconstruct: How does this series of statements show how the author deals with adversity? How is the author choosing to cope?

Reconstruct: Practice & Transfer- Students should note the use of punctuation. What happens when the commas and periods are removed or moved? Does it change the impact of the meaning that was initially conveyed?

Week 9

Focus:

- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one's audience
- Read and evaluate how the story's events and setting impact and shape the characters in different ways
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Introduce a topic
- Compose a well-developed thesis statement
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Select specific vocabulary to inform about or explain the topic
- Select direct and indirect quotations that relate to the topic as evidence
- Explain quotations used as support to enhance meaning
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Composing a well-developed thesis statement
- Using language that is precise and powerful to create voice

Activity: Unpack the writing prompt

Graphic Organizer Drafting

Revision Checklist

Peer Editing

Conferencing

Strategies

Brainstorm ideas: Think of the stories of survival and perseverance that you have read in this module and identify the characteristics/traits that the characters embodied to persevere through their challenges. For example, some possible characteristics/traits are courage, resilience, determination, optimism, resourcefulness, etc.

graphic organizer: Use a Venn diagram or a T-chart to compare the characteristics/traits across the readings.

Organize information: You can use an outline or a template to help organize the information for the essay.

Checklist or a rubric: Help to revise and edit their writing. Get feedback from a peer or a teacher and make improvements based on their suggestions.

Feedback: You can use the revision sandwich method to provide constructive and specific feedback: start with a compliment, then give a suggestion, then end with a correction.

Differentiation: ML Support and SpED:

Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.

Model sentence structure when responding to questions.

Divide instruction into smaller chunks of time

SIOP Practice and Application

Draft sentences: Write your essay using your outline or template as a guide. Use descriptive words, varied sentence structures, and appropriate tone and voice for your audience and purpose. Remember to cite your sources using MLA format when you use evidence from the texts.

Introduction: Introduce the topic of survival and perseverance and provide some background information on the stories that you have read in this module. Write a thesis statement that states the key characteristics/traits that were common across the readings that contributed and/or lead to survival, and why these characteristics are necessary.

Body: Write one paragraph for each characteristic/trait that you identified in your thesis statement. Explain how each characteristic/trait helped the characters survive and overcome their challenges and provide evidence from the texts to support your explanation. Use transition words and phrases to connect your paragraphs and ideas.

Conclusion: Restate your thesis statement and summarize your main points. Provide some insights or implications on the topic of survival and perseverance based on your analysis of the texts.

Revise and edit your writing: Review your essay and check for clarity, coherence, organization, development, grammar, spelling, punctuation, and formatting.

	Performance Task: Throughout this module you have read several stories of survival and perseverance. Think of the characteristics and traits the characters embodied in order to persevere through their challenges. Write an essay explaining the key characteristics/traits that were common across the readings that contributed and/or lead to survival. Be sure to include “why” these characteristics are necessary. Be sure to include evidence from the texts to help support your response. (W2, W4, RL/RI 6.4, RL/RI 6.5, RL/ RI 6.6) Language Objectives • I can use words and phrases such as, for instance, in addition, moreover, to write sentences that explain the key characteristics/traits that are common across the readings that contributed and/or lead to survival, and why these characteristics are necessary. • I can use quotation marks, citations, and reporting verbs to write sentences that provide evidence from the texts to support my response. • I can use transition words and phrases such as first, next, then, finally, however, therefore, in conclusion, to write an informative/explanatory essay that has a clear thesis statement, an introduction, a body, and a conclusion.
Experiences (virtual and live field trips)	The Titanic before Sinking (Virtual Tour) Titanic at the bottom of the ocean (Virtual Tour) Titanic Virtual Passenger Experience (VR Simulation) The Lost Boys of Sudan (PBS documentary)
Additional Reading(s): from The Red Badge of Courage (830L) On Dragonwings (620L) Reading Plus	
NewsELA • Unit 5 curriculum complement • Survival • A Long Walk to Water novel study collection	
Pacing/ Time Frame:	9 Weeks

Module 3	Grade(s): 6
Unit Plan Title:	Through the Eyes of Animals
Overview/Rationale	

Throughout the module *Through an Animals' Eyes* students will learn about animals' lives in relationship to humans. They will read various texts about animals to develop opinions about the ways humans interact with animals and how we treat them. Students will gather and synthesize evidence from the articles and literature they have read throughout the module to formulate written arguments that fully elaborate their positions.

New Jersey Student Learning Standards: ELA

Language Domain

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

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions

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

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone

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

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Analyze the impact of a specific word choice on meaning and tone.

- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

Reading Domain

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

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

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

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

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

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

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

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

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

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

Writing Domain

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

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

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

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

W.RW.6.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

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

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

WIDA ELD Social and Instructional **ELD-SI 4-12**

NARRATE

Language Expectations: Multilingual learners will...

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

INFORM

Language Expectations: Multilingual learners will...

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

EXPLAIN

Language Expectations: Multilingual learners will...

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ARGUE

Language Expectations: Multilingual learners will...

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Language Arts

NARRATE ELD-LA 6-8

Language Expectations: Multilingual learners will...

Narrate Interpretive Interpret language arts narratives by:

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

Narrate Expressive Construct language arts narratives that:

- Orient audience to context and point of view
 - Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

LANGUAGE FUNCTIONS AND SAMPLE FEATURES

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (Are we ever truly happy? It was a confusing time, nothing seemed normal.)
- Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.)
- Statements and questions to foreshadow or state complication (As she walked home, she felt watched.)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly)
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.")
- Expanded noun groups to add description and detail (He was short, but strong, with light, closely cut hair and a determined face.)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop a story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (the race, which only happens every four years)
- A variety of verb tenses to pace narrative and locate events in time, including dialog ("Where are you going?," I asked.)
- Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition)
 - Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)

Engage and adjust for the audience through...

- Evaluative word choices to describe author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)

- Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small hunched animal.)

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic (Revolutions, Environmental Disasters, Mining the Earth)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying) ■
- Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.)
- Timeless present verbs (rises, shapes, determines) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (a period in European history that took place)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects)
- Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)
- Expanded noun groups to add precision (strummed or plucked vibration of the strings)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (microscopic, right-angled, voraciously, precisely)
- Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas.

ELD-LA 6-8 ARGUE

Argue Interpretive Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

Argue Expressive Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame a topic, provide background information, state claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.)
- Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...)
- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (according to X, the author's claim)
- Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe, a way to think about this)
- Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely)

Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)
- Authoritative declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (somewhat powerful versus incredibly powerful; ugly versus grotesque)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
- Verb structures to present information in a variety of ways (past, timeless present, passive voice)
- Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition)
- Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)

Career Readiness, Life Literacies, and Key Skills

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction
- Digital tools can be used to display data in various ways
- A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
- Information is shared or conveyed in a variety of formats and sources.

Technology/Computer Science and Design Thinking

- Resources need to be utilized wisely to have positive effects on the environment and society.
- Some technological decisions involve trade-offs between environmental and economic needs, while others have positive effects for both the economy and environment.

Interdisciplinary Standards

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.
- Growth of organisms and population increases are limited by access to resources.
- Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.
- Cultural and environmental practices impact the geography of an area.

21st Century Skills:

<i>E = Encouraged, T = Taught, A = Assessed</i>			
E	Civic Literacy	T	Communication
A	Global Awareness	T	Critical Thinking and Problem Solving
E	Health Literacy	E	Collaboration
E	Financial, Economic, Business, & Entrepreneurial Literacy	E	Creativity and Innovation
E	Environmental Literacy		Other:

Essential Question(s)

How does point of view play a role in our perspective of the world?
 How can seeing the world through an animal's eyes change a person's mindset?
 How can individuals determine if animals should be protected, domesticated, or consumed?
 How do writers construct arguments?

Animals play essential roles in the ecosystem and human lives.
 There are multiple viewpoints on how animals and humans coexist.
 Reading informational articles and seeing topics from multiple perspectives helps one to develop informed opinions.
 Analyzing information helps to distinguish between facts and opinions.

Student Learning Targets/Objectives

- I can make relevant connections and text evidence that are used to make inferences
- I can make an analysis that is based on inferences made from text evidence and relevant connections
- I can cite text evidence to support analysis of text and inferences drawn
- I can make relevant connections to support analysis of the text and inferences drawn
- I can determine the meaning of words and phrases as used in a text
- I can determine the technical meaning of words and phrases as used in a text
- I can compare, contrast, and reflect on events presented by different authors through different texts
- I can read and comprehend literary nonfiction at grade-level text-complexity
- I can write informative/explanatory texts that examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- I can write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content

- I can write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
- I can use appropriate transitions that creates cohesion and clarifies the relationship of ideas in informative/explanatory text
- I can use appropriate transitions to create cohesion in informative/explanatory text
- I can use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
- I can draw evidence from informational texts to support analysis, reflection, and research
- I can draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing
- I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- I can recognize variations from standard English in their own and others' writing and speaking
- I can identify and use strategies to improve expression in conventional language
- I can recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
- I can demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
- I can use punctuation to set off nonrestrictive/parenthetical elements
- I can use words that have connotative meanings
- I can use specific word choice in a text that has an impact on meaning and tone
- I can determine the meaning of words and phrases as used in a text
- I can determine the connotative meanings of words as used in a text
- I can analyze the impact of word choice on meaning and tone
- I can analyze how a particular sentence, chapter, scene or stanza contributes to the development of the theme
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the setting
- I can analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the plot
- I can know the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- I can know the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
- I can know the meaning of unknown or multiple-meaning words can be determined through consulting different materials
- I can 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

- I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- I can use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words

WIDA I Can Statements

NARRATE

Interpretive

- I can identify a theme or central idea that develops over the course of a text.
- I can analyze how character attributes and actions develop in relation to events or dialogue.
- I can evaluate the impact of specific word choices about meaning and tone.

Expressive

- I can orient the audience to context and point of view.
- I can develop and describe characters and their relationships.
- I can Develop story, including themes with complication and resolution, time, and event sequences.
- I can engage and adjust for the audience.

INFORM

Interpretative

- I can identify and/or summarize main ideas and their relationship to supporting ideas.
- I can Analyze observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- I can evaluate the impact of an author's key word choices over the course of a text.

Expressive

- I can introduce and define topics and/or entities for the audience.
- I can establish an objective or neutral stance.
- I can add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors.
- I can develop coherence and cohesion throughout text.

ARGUE

Interpretative

- I can identify and summarize central ideas distinct from prior knowledge or opinions.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.
- I can evaluate relevance, sufficiency of evidence, and validity of reasoning that support claim(s).

Expressive

- I can introduce and develop claim(s) and acknowledge counterclaim(s)
- I can support claims with reasons and evidence that are clear, relevant, and credible.
- I can establish and maintain a formal style.

- I can logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion.

EXPLAIN

Interpretative

- I can identify concepts or entities.
- I can analyze possible ways to represent and solve a problem.
- I can evaluate the model and rationale for underlying relationships in the selected problem-solving approach.

Expressive

- I can introduce a concept or entity.
- I can share solutions with others.
- I can describe data and/or problem-solving strategies.
- I can state the reasoning used to generate a solution

Assessments

- **Pre and Formative:**
 - Reading Diagnostic
 - Quickwrites
 - Quizzes
- **Authentic & Summative:**
 - Extended Writing Task #1- "Wild Animals Aren't Pets" and "Let People Own Exotic Animals" present opposing arguments about the ownership of Exotic animals. Consider the claims presented in both texts. Which argument seems more convincing? Write an essay stating which argument is more convincing, Be sure to evaluate and compare the arguments. (W.6.1, W.6.4, RI.6.1, RI.6.6, RI.6.8, L.6.1, L.6.3)
 - Module 3 Benchmark
 - Performance Task- In this module you explored what we might learn by viewing the world from the perspective of a variety of animals. Consider the pros and cons of owning an exotic animal. Should wild animals become pets? Write an essay arguing whether people should keep wild animals as pets. Be sure to incorporate what you've learned about an animal's perspective in your argument. Cite details from the various texts read throughout this module to support your argument.

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and

appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning - Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas - There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling - Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Nonlinguistic representations- drawings, blocks, physical models, kinesthetic activities, graphic organizers, realia

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping -The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen- Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

	<u>SloP Strategies</u> - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL's to reach English language acquisition. <u>Socratic Seminar</u> - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. <u>Student goal setting</u> - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction. <u>Targeted feedback</u> - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific (e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements. <u>Thumbs Up/Down, "Stop Light", "Smiley Face"</u>- for quick, formative assessment <u>Think-Pair-Share</u>- Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner's ideas/response; then switch. <u>Word wall</u> - A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.
Activities: Including G/T, SE, and ELL Differentiation <i>Differentiation examples:</i>	Week 1 Reading/s: <i>Wild Animals Aren't Pets</i> Focus:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

*Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentences frames for response, etc)
Sentence frames discussions/sharing.
Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.
Refer to visuals throughout lesson/activity
Divide instruction into smaller chunks of time
Post pictures with new vocabulary words when possible and have children repeat each word.
Students demonstrate understanding verbally or drawing.
Allow role-play responses.
Provide sentence frames for forming*

- 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.
- Analyze how a key idea is introduced, illustrated, and elaborated in a text
- Analyze the author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)
- Analyze how the text structure affects the relationships between ideas.
- Analyze a writer's style and presentation
- Analyze and evaluate arguments to develop a well rounded understanding of a topic related to authentic issues.

Vocabulary:

Tier 1: Wild, animals, pets, dangerous, attack, bite, kill, care, suffer, harm

Tier 2: exotic, dictate, exempt, regulate, forbid, fatality, domestic,

Academic vocabulary:

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the word aloud and have students repeat the word. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used in the story. Display them in a visible place in the classroom and refer to them before, during, and after reading the story.

Vocabulary Practice/Apply:

Interactive game: Use an interactive game or online quiz to review or assess students' understanding of the words. The students can play individually or with a partner

Fray Model: have students create or provide them with a graphic organizer that has four sections: definition, characteristics, examples, and non-examples. They can use the organizer to explore the meaning and usage of each vocabulary term using dictionaries, thesauruses, or other resources to help them complete the organizer. Also, have them use the words in sentences. These activities help students deepen their understanding and retention of the words.

Activity: Building Background Knowledge
Chalk Talk
Back to Back and Face to Face

Strategies

opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.

Encourage use of content vocabulary. Use words, gestures, and repetition to assist in developing vocabulary meaning retention.

Retell stories, have children point to an image that matches their retelling. Have children highlight vocabulary/key words in their student workbooks..

- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or big book to point out things relevant to the lesson.*

Graphic organizers - to organize their ideas and information or to activate students' prior knowledge and generate questions about the topic. For example, you can use a KWL chart to find out what students know about wild animals and pets. Compare and contrast charts to help students identify the difference and similarities or arguments about keeping wild animals as pets.

Multimedia resources - used to supplement or enhance the text, or to provide alternative or multiple means of representation. For example, you can use a video clip of a wild animal attack to illustrate the dangers of keeping wild animals as pets.

Cooperative learning- students work in groups to prepare the debate such as “Wild animals should never be kept as pets” or “Wild animals can be pets. You can assign roles to each team member, such as leader, researcher, speaker, or rebuttal.

Inquiry-based learning - students exploring a topic or a problem through questions, investigations, and discoveries. For example, you can use a driving question to spark students' interest and guide their inquiry about the topic of wild animals as pets.

Timely and constructive feedback and support- provide feedback immediately after the debate. You can also ask students to self-assess or peer-assess their performance using a rubric or a checklist.

SIOP Practice and application

Cooperative group: The students will listen to the audio version of the text. They will work with a partner and annotate key details and vocabulary terms using symbols and notes and discuss what the text is mostly about and share the main idea with the class.

Group presentation: The students will engage in a debate to discuss the topic "Should wild animals be kept as pets?" One team will agree, and the other disagree with the statement. They will research and gather evidence from the text to support their position. For example, they can use facts, statistics, examples, or quotes from the text. They will organize their arguments into an opening statement, rebuttals, and a closing statement. In the opening statement, each member will introduce themselves, state their team's position, and outline their main arguments. In the rebuttals, you should respond to the other side's opinions and explain why they are wrong or weak. In the closing statement, you should summarize your main arguments, restate your position, and end with a strong emotional appeal.

Annotation: The students will independently re-read/annotate the text and write an objective summary using transition words and phrases to connect the sentences. It should be concise and clear, and include the title and the author. The students can peer review and provide feedback.

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. “I like the part when Keisha could build a tower using blocks.” _____ _ _ _ _.)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white contrast, larger cursor, Chromevox, on-screen*

Writing: Quickwrite: Reread paragraph 4 in “Wild Animals Aren’t Pets.” What specific evidence does the writer use to support the argument that people should not be allowed to own exotic animals? Explain how the evidence is or is not directly related to the claim.

Language Dive: “Trade in these beautiful creatures thrives in the USA, where thousands are bred and sold through classified ads or at auctions centered in Indiana, Missouri and Tennessee. There’s too little to stop it.”

Language objectives:

- I can identify the main idea in the text by reading and annotating important details, reasoning and evidence using symbols and notes.
- I can orally express an opinion about whether wild animals should be kept as pets or not using evidence and examples from the text.
- I can write an opinion piece about wild animals and why they are not pets using vocabulary terms and transition words, such as however, therefore, and for example, to organize the paragraphs.

Deconstruct- This sentence reveals or leads students to although in many places it is illegal to own exotic pets many exotic pet owners find a way to barter, buy, and sell exotic pets unbenounced to their local governments.

Reconstruct - Practice & Transfer- Students will each be given a passage from the text. Each student will find evidence that supports opposing views. Students will analyze, determine, and summarize the topic from each opposing view. For vocabulary practice, students must identify 3 words which can be misinterpreted into changing the meaning of the passage, or create an incongruence of meaning within the reading.

Differentiation:

Speaking:

Students will be able to read about and discuss a topic better if given practice with asking for assistance when they encounter unfamiliar phrases

Substantial: Display the following request for assistance: *What does it mean to say something “serves as a backup”?* When the class reaches that point on page 149 when reading “Let People Own Exotic Animals,” have students practice saying these words to ask for assistance, and ask volunteers to explain the meaning.

Moderate: As the class reads “Wild Animals Aren’t Pets” and “Let People Own Exotic Animals,” ask students to raise a hand if they encounter a phrase with a meaning that confuses them. Provide this frame for them to use to ask for assistance: What does it mean to say ____? Have volunteers explain the meaning of each phrase.

Light: As the class reads the selections, have students raise their hands to ask for help to define confusing terms and phrases. Invite other students to explain the meanings.

Reading: *Identify Facts and Opinions*

Tell students that an author of an argument provides support for this claim in the form of facts and opinions. Explain that a fact can be proven true or false, while an opinion is what the author thinks about a subject.

Substantial: Write: *A fact can be checked to see if it is true or false.* Have students read this sentence. Then help students reread the sentence: *He had a criminal record and animal abuse charges.* Ask students to nod if this statement can be checked or shake their head no if it cannot be checked.

Moderate: Ask: Which can be checked—a fact or an opinion? (fact) Then read the fourth sentence in paragraph 2 and provide students with this frame to respond: This is a _____ because _____. Repeat with the first part of the fifth sentence.

Light: Reread the following part of paragraph 2 and ask students to identify which is a fact and which is an opinion and explain how they can tell: *He had a criminal record and animal abuse charges. What Thompson did was selfish and insane.*

Listening: *Summarize a Paragraph*

Point out to students that if they listen carefully to a text, they can pay attention to its main points and include these ideas in a summary to show how well they listened.

Substantial: Tell students you will ask some questions about what they just heard. Model that they should give a thumbs up if the answer is yes, and a thumbs down for no. For example, ask: *Does the article claim that most exotic animals live in commercial places?* (yes)

Moderate: Have students write a list of three important points they heard in the paragraph you just read. If students need additional help, provide them with statements and ask them to identify which parts are true. For example, ask: *Are most of the exotic animals kept by people born in captivity or captured in the wild?* Ask students to write down each true statement as one of their points.

Light: Have students identify several important points from the paragraph and then rewrite these points in summary form.

Week 2

Reading/s: *Let People Own Exotic Pets*

Focus:

- 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.
- Analyze how a key idea is introduced, illustrated, and elaborated in a text
- Analyze the author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)
- Evaluate data, arguments and claims in a text
- Distinguish those supported by evidence from those which are not
- Evaluate the effectiveness of different claims (one that is supported with facts, one that is supported with opinions, and one that is not supported)
- Evaluate if there is enough evidence to support a particular claim within an informational text.

Initial engagement with terms;

Introduce each new word and cognate one at a time and explicitly teach the vocabulary words and Read the word aloud and have students repeat the word. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used in the story. Display them in a visible place in the classroom and refer to them before, during, and after reading the story.

Vocabulary Practice and Application

Vocabulary Bingo: Students are given a bingo card that has vocabulary terms in each square. They listen to clues or sentences that use the words and mark the corresponding squares on their card. They try to get five squares in a row, column, or diagonal to win. This activity helps students review and practice the words in a fun and interactive way.

Word Map; to help students record the definition, part of speech, synonyms, antonyms, and an example sentence for each word.

Flash cards: Place flashcards face down on a table or on the floor. Students take turns to flip over two cards and try to find a matching pair. If the cards match, the student keeps them and has another turn. If the cards don't match, the student flips them back over and the next student has a turn. The game continues until all the cards are matched. The student with the most pairs wins.

SIOP Practice and Application

Annotation: Have the students read and annotate the text for the main claim, reasoning and evidence and write the evidence or examples that support each reason. They can use a graphic organizer and record the main claim or thesis in the first box, or subclaims that support the main claim in the second

column, and write the evidence or examples that support each reason in the third column and discuss with their group.

Reflection: Have the students watch the video from National Geographic explores the issue of owning exotic pets in the United States. It presents the arguments for and against keeping wild animals as pets, such as tigers, monkeys, snakes, and birds. It also shows some examples of exotic pet owners and their experiences. After watching or listening to the resource, write a summary or a reflection of what you learned.

Group activity: The students will create a presentation or a poster and showcase their opinion on the topic of owning exotic pets and support it with relevant facts and statistics. Use visual aids, such as images, charts, or graphs, to enhance your message. Present their work to the class or to a small group, use clear and respectful language, listen actively, ask questions, and respond to challenges and invite feedback or questions.

Jig Saw: Role-play a debate or a discussion with group members based on various topics of owning exotic pets. Assign each group one of the questions. The group leader will assign roles and then discuss their findings.

- What are some reasons why people want to own exotic pets? What are some challenges or risks of owning exotic pets?
- How do you define an exotic pet? What are some examples of exotic pets that you know or have seen?
- What are some laws or regulations that govern the ownership of exotic pets in your country or state? Do you think they are adequate or need to be changed?

Independent: The students will write an opinion piece on the topic of owning exotic pets and explain why you agree or disagree with the author of Let People Own Exotic Pets. Use persuasive techniques, such as stating your claim, providing reasons and evidence, acknowledging counterclaims, and making a call to action.

Activity:

[Back to Back and Face to Face](#)

[Say Something](#)

Entrance/ Exit Ticket

Close Reading

Anticipation Guide/ Four Corners Discussion

Annotate Text/ Analyze Point of View

Annotate text- absolute or extreme language

Strategies

Graphic organizer: - Use a claim-reason-evidence chart, to map out the structure of the author's argument.

Venn diagram: Use a graphic organizer, such as a Venn diagram, to compare and contrast the pros and cons of owning exotic pets.

Use sentence frames or starters to write or say sentences that compare and contrast the perspectives or arguments. For example:

- Both sides agree that _____.
- One difference is that _____.
- However, _____ argues that _____.
- On the other hand, _____ claims that _____.
- In contrast, _____.

Cooperative learning- students work in groups to prepare the debate such as “Wild animals should never be kept as pets” or “Wild animals can be pets. You can assign roles to each team member, such as leader, researcher, speaker, or rebuttal.

Inquiry-based learning - students exploring a topic or a problem through questions, investigations, and discoveries. For example, What are some alternatives or solutions to owning exotic pets? This question sparks students’ interest and guides their inquiry about the topic of owning exotic pets.

Timely and constructive feedback and support- provide feedback immediately after the debate. You can also ask students to self-assess or peer-assess their performance using a rubric or a checklist.

Language Dive: *“Owning an exotic pet may be interesting, however removing them from their natural habitat is unfair to the animal”*

Language Objectives

- I can read and analyze the author’s claim, reasons, and evidence in the text.
- I can compare and contrast different perspectives or arguments on the topic of owning exotic pets.
- I can write an opinion essay that states my position on the topic of owning exotic pets and supports it with relevant reasons and evidence.
- I can present and defend my opinion orally using appropriate language and communication skills.

Deconstruct- This sentence reveals or leads students to understand that there are two opposing sides to every topic. Using comparative language allows us to be able to acknowledge and consider the opposing viewpoint before making any final statements about the subject.

Reconstruct - Practice & Transfer- Present a claim for students to develop supporting evidence for. *“Animals should be kept in the wild!”* Have students break into groups and chunk the reading into sections. Student’s must present

an argument that holds a personal stance, while using comparative language to bring light to an opposing point of view. Repeat the activity; however, allow students to develop their own opinion and practice the same skills to develop understanding.

Differentiation: ML and SpEd

Differentiated Instruction:

Research to Debate:

Help students collaborate to complete the Research and Debate.

First, write a focusing question frame on the board: Should people be allowed to keep wild or exotic animals as pets? Then, assign students randomly to opposing viewpoints.

Have students work together to create a written outline of a sound argument for each position.

Next, provide students with web diagrams. Have them discuss and identify reasons and evidence to support each contrasting opinion. Finally, have students use their organizers and appropriate technology to write their arguments, including counterarguments, and transfer them to index cards to use during the debate.

Ask Questions:

Use the following questions to help students compare and contrast the arguments.

What are some examples of persuasive language that you find most moving?
What are some examples of persuasive language that are too emotional or over the top to change your opinion?

What types of facts do you find most convincing? Why? MODERATE/LIGHT SUPPORT

Week 3 Extended Writing Task

Reading/s: *Wild Animals Aren't Pets, Let People Own Exotic Pets*

Focus:

Reading

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts

- Closely examine the text’s explicit content
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- Refer to the text for support when analyzing and drawing inferences
- Correctly cite evidence from the text

Extended Writing Task

- Unpack a writing prompt
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one’s audience
- Introduce claim(s)
- Write a clear thesis statement
- Write arguments to support claims
- Organize the reasons and evidence logically
- Support claim(s) with logical reasoning and evidence
- Use accurate, credible sources to support claims
- Demonstrate an understanding of the topic or text

Vocabulary: regulate, commercial, deranged, extinct

Activity: Peer Critique

[Back to Back and Face to Face](#)

[Say Something](#)

[Socratic Seminar](#)- evaluating claims- are they convincing? Why or why not?

[Take a Stand Protocol](#)

Compare/ contrast treatment of Zainesville, Ohio

Writing: Extended Writing Task #1- “Wild Animals Aren’t Pets” and “Let People Own Exotic Animals” present opposing arguments about the ownership of Exotic animals. Consider the claims presented in both texts. Which argument seems more convincing? Write an essay stating which argument is more convincing, Be sure to evaluate and compare the arguments. (W.1, W.4, RI.6.6, RI.6.8, RI.6.9)

Week 4

Reading/s: *From Pax*

Focus: Analyze third-person limited point of view and how it plays a role in the author's word choice in their writing.

Vocabulary:

Tier 1: fox, boy, smell game, father, road, woods, bark, leg, car, tail

Tier 2: sensitive, squirmed, anxiety, injury, displeasure, mysterious, disturbing, Quivering, mesmerized, wrenched, canopy

Academic vocabulary: benefit, distinct, environment, illustrate, respond.

Initial Engagement with Terms:

Use the words in context before introducing them. For example, you can read aloud a passage from the novel that contains some of the words and ask students to infer their meanings from the clues in the text.

Explicitly teach the words and use visuals to illustrate the words. For example, you can show pictures or videos of things or actions that relate to the words, such as a fox lifting its bushy tail or a boy quivering at the sight of the birds.

Vocabulary Practice/Apply:

Use word walls or charts to display and reinforce the words. For example, you can create a word wall with the words and their definitions, pictures, or sentences and refer to it during reading or writing activities. You can also group the words by categories, such as parts of speech, prefixes or suffixes, or themes.

Use sentence frames or stems to help students use the words in their own sentences. For example, you can provide a sentence starter such as “I was mesmerized by _____” or “He wrenched _____” and ask students to complete it with their own ideas.

Activities:

[Back to Back and Face to Face](#)

[Say Something](#)

Entrance/ Exit Ticket

Close Reading

Anticipation Guide/ Four Corners Discussion

Annotate Text/ Analyze Point of View

Create a thoughtshot from the point of view of the boy or the fox

Editorial/ Letter to the Editor

Targeted passage- paragraph 15

Strategies

A thoughtshot - can help the reader understand the character’s perspective, motivation, or emotion better and can insert the characters thoughts and feelings into their narration or writing.

Anchor charts or word walls - provide examples of descriptive words, phrases, sentences, or paragraphs. You can also provide students with graphic

organizers, checklists, rubrics, or word lists to help them plan, draft, revise, and edit their descriptive writing.

Annotation strategy: the students interact with the text using color-coding symbols, notes, or comments that highlight important or interesting features of the text, such as main ideas, key details, vocabulary words, literary devices, questions, connections, or opinions about the characters.

SIOP Practice and Application:

Annotation: As the students read, have them make notes and highlight words or phrases that reveal the narrator's tone and point of view.

Editorial: The students can write an editorial from the perspective of the fox or the boy in the novel, expressing their opinion on a conflict, a problem, or a decision that affects them or others in the story. For example the external conflict between Peter and his father, or the internal conflict within Pax

Character Analysis Activities: Have the student explore the characters, their traits, feelings, actions, and motivations to demonstrate the understanding of the characters and their relationships and write a vivid description of one of the characters and share with the class.

Close read: Have students listen to the audio of paragraph 15, and closely re-read the passage which is about the bond between a boy and his pet fox. They can analyze the point of view, the action and tone of the characters i.e the emotional situation of the characters and the descriptive language which show the actions and emotions of the characters. For example, she uses verbs like "held", "hurled", "wrench", The author also uses adjectives like "aloft", "careless", and "streaked" to show the contrast between the fox's joy and the boy's sorrow. The students can work in groups to discuss the passage, expressing their opinion, connection, or question about the passage.

Scavenger hunt: Students look for examples of figurative language in the novel/text and write them down on a sheet of paper. They can also explain what type of figurative language it is and what it means. For example, The author compares the odors of pine to blades that sliver through the air. This creates a vivid image of how sharp and strong the smell is, and how it contrasts with the softer smells of other plants. They can work in pairs and compare their examples.

Writing: Quickwrite: Review paragraph 3. What do the fox's memories suggest about the relationship between the boy and the fox? What conflict is revealed by this memory?

Language Dive:

“The boy’s anxiety surprised the fox. The few times they had traveled in the car before, the boy had been calm or even excited.”

Language Objective

- I can identify the story’s point of view based on specific words and phrases used in the novel.
- I can describe the character’s emotions using figurative language and precise adjectives.
- I can articulate a perspective using strong present tense verbs: believe, agree/disagree, and support.
- I can summarize texts’ main events and details using past tense verbs and transition words: first, then, next, and finally.

Meaning

Deconstruct- This sentence reveals or leads students to understand that independent ideas may stand alone within the parameters of their own clauses. Also, dependent clauses are restricted in their syntactic ability and can not serve as stand alone ideas, but must be directly connected to it’s preceding clause.

Reconstruct - Practice & Transfer- Have students compose a sentence which includes a clause and uses a colon to elaborate on the preceding thought. As an extension students will rewrite statements from dependent to independent to demonstrate their ability to rephrase and adapt clauses in their writing.

Differentiation:

Speaking: Discuss Text Features

Have students describe the images in the text using descriptive words. Circulate around the room to make sure students are using descriptive words correctly

Substantial: Look at the picture of the fox on p. 97. Provide students with words such as fuzzy, furry, smooth, orange, white, green, scared, happy, and silly, and ask students to identify which words they would use to describe the fox. Have students complete the following sentence frame: The fox is ____.

Moderate: Pair students with a partner. Have students play a game with the images on pp. 97 and 100, taking turns with one student speaking the name of something he or she sees in the images and the other student pointing at what their partner sees.

Light: Have students work with a partner to brainstorm words that could be used to describe the images on pp. 97 and 100.

Reading

Work with students to read paragraphs 3–5 of the excerpt. Use the following supports with students at varying proficiency levels:

Substantial: Tell students that you will ask questions about what you just read aloud. For example, ask: What does the fox notice about the boy? How is this different from how the boy usually acts?

Moderate: Have students complete the following sentence frames: The fox notices _____. The fox thinks that _____.

Light: Pair students. Have pairs work together to point out all the details that the fox notices

Writing:

Work with students to read the writing assignment on p. 103.

Substantial: Work with students to create a graphic organizer for a narrative. Help them identify and plan the major elements of their story.

Moderate: Provide sentence frames to help students plan their stories: The setting is _____. The characters are _____. The major events are _____

Light: Remind students to use simple, compound, and complex sentences in their stories. Have students work in pairs to check for correct subject-verb agreement.

Listening: Understand Point of View

Tell students that point of view can be determined by looking at the pronouns used by the narrator of a story. Certain pronouns signal first-person point of view, while other pronouns signal third-person point of view.

Substantial: Ask students to raise their hands every time they hear the pronouns he or his. Discuss with students how these pronouns signal that this paragraph is narrated from the third-person point of view of the fox.

Moderate: Have students raise their hands when they hear pronouns in this paragraph that signal the point of view from which it is narrated. Ask: What is the point of view? (third person) What pronouns tell you this? (he, his)

Light: Have students complete the following sentence frame: This paragraph is narrated from _____ point of view. The pronouns ____ and ____ refer to _____.

Week 5

Reading/s: *Zoo*

Focus:

- Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
- Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader
- Determine how the author's word choice helps develop the narrator or speaker's point of view
- Evaluate the effectiveness of the author's choice in point of view
- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text

Vocabulary:

Tier 1: August, family, home, zoo, dollar, adult, children, creatures

Tier 2: interplanetary, constantly, microphone, embrace, barred, horse-spider

Academic vocabulary: Benefit, distinct, environment, illustrate, respond

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the word aloud and have students repeat the word. Use word cards, or posters to display the words, their definitions, pictures, and examples of how they are used in the story. Have students practice using the words to write sentences and researching antonyms.

Vocabulary Practice/Apply:

Vocabulary Bingo: Provide students a bingo card that has vocabulary terms in each square. They listen to clues or sentences that use the words and mark the corresponding squares on their card. They try to get five squares in a row, column, or diagonal to win. This activity helps students review and practice the words in a fun and interactive way.

Word Map: Provide Students vocabulary words and ask them to find or generate a synonym (a word that has a similar meaning) and an antonym (a word that has an opposite meaning) for it. They can also use the words in sentences to show their understanding. This activity helps students expand their vocabulary and learn a variety of meanings.

Activity: close viewing

annotating the text

Strategies

Annotation strategy: the students interact with the text using color-coding symbols, notes, or comments that highlight important or interesting features of the text, such as main ideas, key details, vocabulary words, questions, connections, or opinions about the characters.

Close Reading: The students look for patterns, connections, contrasts, and contradictions. Also identify the author's choices, such as word choice, tone, point of view, and literary devices such as foreshadowing, personification, simile and metaphor.

Storyboard: The students will use a storyboard to illustrate and summarize the main events and ideas in the story

Graphic organizer: The students can use a plot diagram, a character map, or a setting chart, to help them organize their notes on the elements of the story, such as setting, characters, plot, theme and to analyze the effects of different point of views.

SIOP Practice and Application:

Annotation: Have the students listen and follow along as the text is being read, have them take note of the speaker and highlight words or phrases that reveal the narrator's tone and point of view. They should state the point of view of the text (*third-person omniscient*) and explain how it affects the content and style of the text. They should use transition words to connect their ideas.

Close read: Have students re-read the text and closely examine the characters and make notes about their appearances, thoughts, behaviors and emotions and compare it to humans. They can also identify the figurative language such as "simile" the author uses similes to compare the horse-spiders to familiar animals or objects, for example "They looked like horses" They will share what they learn or find surprising with their group and the class.

Question and Answer Relationship (QAR): Students can write higher-order questions starting with "who", "what", "how" or "in what way" about the characters and main events on index cards. They can then exchange cards with a partner and answer each other's questions orally or in writing.

Cooperative group: Divide the students into pairs or small groups and give each group a copy of the text. Ask them to read the text carefully and identify the main idea or claim that the author is trying to convey. They can write it down in one sentence and underline or highlight it in the text. Ask the students

to share their findings with the class, using a poster, a presentation, or a discussion. They should state the main idea or claim in their own words and explain how each piece of evidence supports it.

Write-pair-share: Students can rewrite a portion of a text from a different point-of-view, using appropriate pronouns, verb tenses, and tone. They can then compare their rewritten texts with the original texts and discuss how the point-of-view changes the meaning and impact of the text.

Reflection: The students will reflect on a scene that resonates with them or that they find interesting. They will rewrite the scene from a first or third person limited point of view, changing the pronouns, the narrator, and the details as needed. Compare and contrast the original text and the rewritten text with a partner, explaining how the alternate point of view changes the meaning and impact of the text. For example, the third person omniscient is an outside narrator who knows and tells the thoughts and feelings of all the characters in the story, as well as the events that happen on both planets. The rewritten text, if written in first-person, can captivate your audience because the narrator is someone who's actually in the action.

Writing: Quickwrite: How is Professor Hugo's Interplanetary Zoo like zoos that exist in our world? How does his zoo differ from ours? Use evidence from "Zoo" to support your answer.

Quickwrite: Considering the character's reflections of Professor Hugo's Interplanetary Zoo, and what you have read in "Wild Animals Aren't Pets" and "Let People Own Exotic Animals," which of the arguments might Professor Hugo be more aligned with? Cite evidence from two of the three texts in support of your response.

Language Dive: "This is certainly worth a dollar," one man remarked, hurrying away. "I'm going home to get the wife."

Language Objectives

- I can relay the main idea or claim in the text and provide supporting evidence
- I can analyze the elements of the story, such as setting, characters, plot, theme using a graphic organizer.
- I can create higher-order questions starting with "how" or "In what way" about main events.
- I can rewrite a portion of a text from a different point-of-view, using appropriate pronouns, verb tenses, and tone, and highlight the changes I made.
- I can identify the point-of-view of a text and discuss with a partner how an alternate point-of-view changes the meaning and impact of the text, using academic language such as perspective, bias, tone, mood, and audience.

construct- This sentence reveals or leads students to the distinction between past-tense narration and direct quotes spoken in the present tense

Reconstruct - Practice & Transfer- Have students write their own sentences using past and present verb tenses consistently to describe when action takes place. Their sentences can be about animals, or they can write their own imagined scene to add to “Zoo.” When they have finished, share sentences with a partner and compare your use of verb tenses.

Differentiation:

Speaking: Explore Vocabulary

Review how the vocabulary used in a science fiction story may be unfamiliar. Understanding how to pronounce and use such vocabulary can help students understand the story better.

Substantial: Display the word *interplanetary*. Circle the word *planet* in it. Have students say *planet* and *interplanetary*. Then display the following sentence and have students say it aloud to you and then practice saying it to a partner: *The animals in the Interplanetary Zoo come from many planets.*

Moderate: Tell students to look at paragraphs 1–3. Display the following sentence frames. Have students practice completing them and saying them to a partner: *The _____ Zoo has creatures that come from many different _____. Three-legged creatures come from _____ and tall, thin men come from _____.*

Light: Have student pairs discuss with each other the meaning of the word *interplanetary* and determine how it relates to the creatures described in paragraph 3.

Reading: Identify Point of View

Review the concepts of point of view, first-person point of view, third-person point of view, narrator, and omniscient.

Substantial: Help students reread paragraph 9. Then write a summary for them to copy: *In this paragraph, the narrator tells the point of view of a she-creature. She welcomes her family home and asks about their trip.*

Moderate: Review how an omniscient narrator knows everything. Then supply sentence frames: *The point of view is _____. I can tell because _____. I can tell the narrator is omniscient because _____.*

Light: Have student pairs work together to identify the point of view and support their answers. Ask: Besides just the words used, how do these

paragraphs let you know the story is told by a narrator and not a character in the story?

Writing: *Create a Storyboard.*

Work with students to read the writing assignment on p.113.

Substantial: Work with students to craft a few sentences describing events in their storyboards together. They should copy these sentences into their notebooks and can use them as part of their presentations.

Moderate: Provide sentence frames for students to write about events in their storyboard, which they can later use in their presentation: *In this scene you can see _____. The characters are _____.*

Light: Provide a few sample sentences to give students an idea of sentences they could write for their presentations. They should then use the models to write sentences about their own storyboard

Listening: *Identify Genre*

Tell students that by listening for clues such as unfamiliar words or concepts, they can identify the genre of a text. Because this is a science fiction story, clues might include descriptions of things and places that do not exist in the world today.

Substantial: Have students listen as you read pairs of sentences such as the following: *The great round ship settled slowly to Earth. The large truck drove into the city.* Ask students to give thumbs up when they hear the sentence that belongs in a science fiction story.

Moderate: Read paragraphs 1–3, and have students give a thumbs up when they hear a reference to an unfamiliar concept that signals this story is science fiction, such as *Interplanetary Zoo* or *men from Mars*.

Light: Read paragraphs 1–3, and have student pairs work together to identify what they have learned about the setting of this science fiction story.

Week 6

Reading/s: *Views on Zoos*

Focus:

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

- Determine how the author's word choice helps develop the narrator or speaker's point of view
- Evaluate the effectiveness of the author's choice in point of view
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Correctly cite evidence from the text

Vocabulary: Context clue vocabulary - focus on words that help identify an argument.

Tier 1: wild, animals, zoos, environment, natural,

Tier 2: captivity, habitat, diversity, breed inmate, consumption, endangered

Academic vocabulary:

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the word aloud and have students repeat the word. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used in the text. Display them in a visible place in the classroom and refer to them before, during, and after reading the reading.

Vocabulary Practice/Apply:

- **Create a personal lexicon:** The students can write down vocabulary words or unfamiliar words in a personal notebook and include definition, translations, examples, sentences or pictures for each word. They can review their lexicon regularly and use it as reference when writing and speaking.
- **Quizzes:** students test themselves or a partner on the meaning, spelling, or usage of the words. You can use flashcards, online tools, or games to make it more fun.

Activity: Annotate texts- points of view, word choice re: pov

Taking a stand protocol

Entrance/exit ticket- which two views are strongest? why?

Author's purpose- paragraph 9

Analyze decisions to include each type of writing style- how do they contrast each other?

Strategies

Small group: Have students read the article as a group and then silently and discuss the main points in the article, the point of view and their perspective on animals in captivity or in their natural habitat

Annotation: The students annotate vocabulary and unfamiliar words. Highlight important details and make notes to share to write their summary.

Using cooperative learning strategies, such as think-pair-share, to help students interact and communicate with each other about their perspective on zoos and the main functions of zoos. They can work in small groups to discuss reasons why animals are locked up and the advantages and disadvantages.

KWL (What I Know, What I Want to Know, What I Learned) The students can use the organizer to activate prior knowledge, set their learning goals and reflect on what they have learned. For example, they can use a KWL chart to state what they know about zoos before they read, record questions about what they want to learn and share what they learn after they read the text.

Using graphic organizers, charts, or diagrams to help students brain, organize and summarize the information in the text. For example, you can use a t chart to compare animals in the wild and captive and state the advantages and disadvantages.

Concept map, students can use this to identify their main topic of discussion for their essay. For example, zoos are more harmful for animals. They can add subheadings, more details, and examples as they explore sources and dig deeper into the readings. For example, Zoos disrupt the natural social structures and relationships of the animals because the animals are removed from the natural habitat and families or mates and are forced to live with unfamiliar animals.

SIOP Practice and application

- The teacher and students choral and echo read the text together. The students will reread and annotate the main arguments, word choice and point of view and discuss with their partner. They will write a summary and share it with the class.
- The students will brainstorm ideas about zoos and present their perspectives. They will consider the arguments in the readings and other sources for and against zoos and evaluate the impact of zoos on the animals, the environment, and society and compose a reflection to share with the class.

- The students will work collaboratively to list, draw, label, some of the endangered animals in captivity. (Giant panda, polar bear, and tiger) and in the wild (cheetahs, monkeys, and eagles) and discuss reasons why animals become endangered, for example loss of habitat, pollution, overexploitation, and climate change.
- Explain to the students that the topic of Zoos is controversial because they raise ethical and moral questions about the treatment and rights of animals. Some people argue that zoos are beneficial for both animals and humans, as they provide a safe and enriched environment for the animals and foster an appreciation and awareness of other species for humans. Others argue that zoos are harmful and exploitative, as they confine and deprive the animals of their natural behaviors and habitats and violate their dignity and autonomy.
- Have the students write an argumentative essay defending whether zoos are helpful or harmful. The links below are helpful sources to share with the class.

[Are Zoos Ethical? Arguments for and Against Zoos \(treehugger.com\)](http://treehugger.com)

[Animal Entertainment: Why Is Using Animals for Entertainment Wrong? \(sentientmedia.org\)](http://sentientmedia.org)

Writing: Quickwrite: Consider what the animals in a zoo endure on a daily basis. Do you think animals should be held in captivity? Using the information presented in the article “Views on Zoos” to argue your opinion about animals and zoos.

Language Dive: “Animals that are constantly threatened in the wild are safe in a zoo, and they are well-fed and have medical care. Animals that are endangered can be bred in captivity, ensuring that their species do not die out.”

Language objectives

- I can identify narrative points of view based on the pronouns used in the story.
- I can summarize the story using transition words and past tense verbs and share with the class.
- I can compose a reflection and explain why animals are locked up using evidence from the text
- I can distinguish between endangered animals in captivity and in the wild using research and evidence from the text.

- I can craft an argument to state whether animals should be kept in the wild or captive citing relevant sources.

Deconstruct- This sentence reveals or leads students to the pros and cons for animals who are considered “endangered” to be kept in captivity to ensure the lineage of the animal species does not die off.

Reconstruct - Practice & Transfer - Present a claim for students to develop supporting evidence for. “*Animals should be kept in the wild!*” Have students break into groups and chunk the reading into sections. Students will then try to develop arguments for the opposing opinion. The end result should be that students know both sides so well that their opinion is based on the universal comprehension of the topic.

Differentiation:

When Students Struggle ... (Intervention)

Understand Point of View

Remind students that a third-person limited point of view uses a narrator that is outside the story, but whose observations are limited to the thoughts and feelings of one character. Ask students to identify and list three places where the narration reveals thoughts or feelings that belong only to the fox.

Use KWL 2.0

Help students understand the text and apply signposts with KWL 2.0. This strategy transforms the imprecise question “What do I want to know?” into the more targeted query “What do I want to know about X?” Have students write what they know already about a text in one column. Then have them write a question in a second column identifying something more they want to know about an item from the first column. After they have read the text and figured out the answer to their question, have them write this answer in a third column and record any additional information they learned from reading in a fourth column.

Discuss Descriptive Details

In this lesson, students will need to be able to notice details to analyze point of view and voice. Read paragraph 1 with students, and point out the details of what the character sees and feels.

ELL Support

Tell students that point of view can be determined by looking at the pronouns used by the narrator of a story. Certain pronouns signal first-person point of view, while other pronouns signal third-person point of view.

Have students describe the images in the text using descriptive words. Circulate around the room to make sure students are using descriptive words correctly

Tell students that authors use details to help develop the voice of a character. Remind students that voice conveys a character's personality or sensibility.

Week 7 Performance Task

Reading/s: Review module readings

Focus:

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Introduce a topic
- Compose a well-developed thesis statement
- Select appropriate text structures and text features for clarity
- Include formatting, graphics, and multimedia when useful to aid comprehension
- Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic
- Cite information correctly by following the proper format
- Transition between ideas and concepts using appropriate words and phrases
- Select specific vocabulary to inform about or explain the topic • Consistently use a formal style
- Write a conclusion to bring all ideas to a close
- Identify evidence that supports claims in literary analysis
- Incorporate evidence into written pieces, using introductory phrases and transitions
- Logically connect evidence to claims in writing

Activity: Graphic Organizers/Note Catchers to Write an Argument

Paint the Essay
Socratic Seminar/Debate
Review Checklist & Peer Review
Conferencing

Performance Task: In this module you explored what we might learn by viewing the world from the perspective of a variety of animals. Consider the pros and cons of owning an exotic animal. Should wild animals become pets? Write an essay arguing whether people should keep wild animals as pets. Be sure to incorporate what you've learned about an animal's perspective in your

	argument. Cite details from the various texts read throughout this module to support your argument.
Experiences (virtual and live field trips)	Tembe Elephant Park San Diego Zoo
Resources	
Additional Writing Opportunities (alternative) Week 1: Write a fictional narrative from the point of view of an animal or an object. Think about what and how your character sees, hears, touches, smells, and tastes. Incorporate the elements of fiction: setting, character, plot, conflict, and theme. Week 3: Discuss ways to convert “Zoo” into a movie. Create a storyboard for the movie — a visual map that illustrates significant moments in each scene of the movie. Week 4: Present Imagery - With your group, create a poster on which you share your interpretation of key images from the poems. Reading Plus NewsELA HMH Resources from Discovery homepage	
Pacing/ Time Frame:	7 Weeks

Module 4		Grade(s)	6
Unit Plan Title:	The Stories We Tell		
Overview/Rationale			
In the fourth and final module of the year, the students will read stories from <i>Discovering Your Voice</i> and <i>Hidden Truths</i> to determine the lessons we can learn from others. They will delve into a variety of stories, fables, and fairytales to analyze and interpret messages from the texts.			
New Jersey Student Learning Standards: ELA			
Language Domain			
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.			
A. Ensure that pronouns are in the proper case (subjective, objective, possessive).			
B. Use intensive pronouns (e.g., myself, ourselves).			
C. Recognize and correct inappropriate shifts in pronoun number and person.			
D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).			
E. E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.			
F. Recognize spelling conventions			
L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.			
B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.			
D. Maintain consistency in style and tone			
L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.			
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.			
B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.			
C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).			
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred			
L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
A. Interpret figures of speech (e.g., personification) in context.			
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.			

- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty)

Reading Domain

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

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

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

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

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

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

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

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

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

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

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

Writing Domain

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

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or

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

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

Speaking and Listening Domain

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

- A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

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

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

WIDA ELD Social and Instructional ELD-SI 4-12

NARRATE

Language Expectations: Multilingual learners will...

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move the dialogue forward
- Create closure, recap, and offer the next steps

INFORM

Language Expectations: Multilingual learners will...

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize the most important aspects of information

EXPLAIN

Language Expectations: Multilingual learners will...

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ARGUE

Language Expectations: Multilingual learners will...

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

WIDA ELD Language Arts

NARRATE ELD-LA 6-8

Language Expectations: Multilingual learners will...

Narrate Interpretive Interpret language arts narratives by:

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating the impact of specific word choices on meaning and tone

Narrate Expressive Construct language arts narratives that:

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop a story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for the audience.

LANGUAGE FUNCTIONS AND SAMPLE FEATURES

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context, such as rhetorical and other questions, statements, and dialog (Are we ever truly happy? It was a confusing time, nothing seemed normal.)
- Adverbial and prepositional phrases to establish time and location (They stood together silently on the hill as the sun rose.)

- Statements and questions to foreshadow or state complication (As she walked home, she felt watched.)

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly)
- Expanded verb groups to show relationships between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ("Danny," the old man said, "I was angry. Forgive me.")
- Expanded noun groups to add description and detail (He was short but strong, with light, closely cut hair and a determined face.)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text.

Develop a story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (the race, which only happens every four years)
- A variety of verb tenses to pace the narrative and locate events in time, including dialog ("Where are you going?" I asked.)
- Connectors to develop and link sections of text to sequence time (meanwhile, later), ideas (in the first place, at this point), and add information (what's more, likewise, in addition)
 - Statements to provide closure, evaluate experience, or summarize narrative (Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)

Engage and adjust for the audience through...

- Evaluative word choices to describe the author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)
- Literary devices (similes and metaphors) to enrich the narrative (fly like an eagle, life is a highway), alliteration (babbling brook), sensory words/phrases, and onomatopoeia (tick-tock)
- Tone of voice, gesturing, and acting behaviors to adjust for the audience
- Language to address reader/listener and draw them in (She scuffled away across the snowy field like a small, hunched animal.)

ELD-LA 6-8 INFORM

Inform Interpretive Interpret informational texts in language arts by:

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors.
- Evaluating the impact of the author's keyword choices over the course of a text.

ELD-LA 6-8 Inform Expressive

Construct informational texts in language arts that:

- Introduce and define the topic and/or entity for the audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout the text.

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and define the topic and/or entity for the audience through...

- Generalized nouns and descriptive titles to introduce the topic (Revolutions, Environmental Disasters, Mining the Earth)
- Opening statements to identify the type of information (describing, comparing/contrasting, classifying) ■ Relating verbs (have, be, belong to) to link an entity with its attributes; define, describe, and classify (It was a cultural and intellectual movement.)
- Timeless present verbs (rises, shapes, determines) to indicate the generalizable nature of the information
- Expanded noun groups to define key concepts (a period in European history that took place)

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (the effects versus devastating effects).
- Generalized nouns to maintain neutrality (millennials, stringed instruments, marsupials)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into the report (said, reported, claims), direct and indirect quotes.

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (in 1592, following the Middle Ages, during the spring, along the ridge located within the Earth's core)
- Expanded noun groups to add precision (strummed or plucked vibration of the strings)
- Adjectives and adverbs to answer questions about quantity, size, shape, and manner (microscopic, right-angled, voraciously, precisely)
- Contrasting connectors to differentiate between entities or components (unlike, as opposed to, however)
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout the text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (it rained year after year=annual floods) or summarize key ideas.

ELD-LA 6-8 ARGUE

Argue Interpretive Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, the sufficiency of the evidence, and validity of reasoning that supports the claim(s)

Argue Expressive Construct language arts arguments that:

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain a formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion.

LANGUAGE FUNCTIONS AND SAMPLE LANGUAGE FEATURES

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame a topic, provide background information, state a claim, and acknowledge counterclaim (Graphic novels provide a unique way to read that appeals to many teenagers.)
- Noun groups to provide details (Maus, a graphic novel written and illustrated by Art Spiegelman...)
- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (graphic novels=these unique texts=young adult comic books)

Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples, or other sources and data) (according to X, the author's claim)
- Connectors to elaborate an idea/interpretation (so, this means, therefore, leading one to believe a way to think about this).
- Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases).
- Modality to express obligation or certainty (might, could, must, need to) or to open up to other possibilities (possibly, apparently, perhaps, definitely, absolutely).

Establish and maintain formal style through...

- First, second, and third person use to connect with the reader, build an alliance, or maintain neutrality (unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)
- Authoritative, declarative sentences to evaluate and interpret events (Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)
- Nouns, adjectives, verbs, and adverbs to adjust the intensity and strength of the message (somewhat powerful versus incredibly powerful; ugly versus grotesque)

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)
- Verb structures to present information in a variety of ways (past, timeless present, passive voice)
- Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition)
- Summary statement to reiterate claim(s), call to action, or encourage a response (While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)

Career Readiness, Life Literacies, and Key Skills

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful
- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction
- The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen
- Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem
- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Sources of information are evaluated for accuracy and relevance when considering the use of information.

Technology/Computer Science and Design Thinking

- Economic, political, social, and cultural aspects of society drive development of new technological products, processes, and systems.
- Technology interacts with society, sometimes bringing about changes in a society's economy, politics, and culture, and often leading to the creation of new needs and wants.
- New needs and wants may create strains on local economies and workforces.
- Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.

Interdisciplinary Standards

- Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.
- Civic participation and deliberation are the responsibility of every member of society.
- The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

	• Human and civil rights include political, social, economic, and cultural rights. • Social and political systems have protected and denied human rights (to varying degrees) throughout time. • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
Essential Question(s)	
How do authors convey messages in their storytelling? How do readers determine an author's message? How does literature show us the change of values and beliefs over time? How does telling stories impact our lives?	
Enduring Understandings	
Authors use literary devices to teach a lesson. Authors use a character's thoughts, feelings and actions to reveal parts of a character's identity. Readers track characters and ideas that change from the beginning through the end of a story. We tell stories to point out truths, teach lessons, and make connections.	

Student Learning Targets/Objectives
• I can closely read the text to extract quality evidence to support a claim • I can probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings and reconstruct and understand the text segment's new meaning • I can gather evidence from the text to support inferences or explicit meaning • I can refer to the text for support when analyzing and drawing inferences and correctly cite evidence from the text • I can explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text • I can evaluate recurring ideas and changes in the characters and plot over the course of the text and evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices • I can distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment • I can determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and provide an analysis of the impact of specific word choice on meaning and/or tone • I can identify and provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text

- I can determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope and observe how the individual components of the text add to the development of the theme, setting, and plot
- I can reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader and evaluate the effectiveness of the author's choice in point of view
- I can determine how the author's word choice helps develop the narrator or speaker's point of view
- I can introduce a topic and compose a well-developed thesis statement
- I can cite information correctly by following the proper format
- I can select specific vocabulary to inform about or explain the topic and consistently use a formal style
- I can use language that is precise and powerful to create voice create a tone that is appropriate for one's audience
- I can generate ideas to develop a topic
- I can revise and edit intentionally to improve writing with a partner or self-editing checklists
- I can engage in peer reviews of writing to identify and correct grammatical errors and identify and use strategies to revise writing
- I can use previous knowledge to expand discussions about a topic and engage in conversations about grade-appropriate topics and texts
- I can interpret and evaluate information presented in diverse media and formats and explain how each medium shapes or influences the audience's perception and understanding of the information presented
- I can evaluate the effectiveness of the chosen format for presenting the information and observe how various mediums appeal to one or more senses with varying levels of intensity
- I can incorporate various sentence patterns to create style and voice use a consistent style and tone when writing or speaking

WIDA I Can Statements

NARRATE

Interpretive

- I can identify a theme or central idea that develops over the course of a text.
- I can analyze how character attributes and actions develop in relation to events or dialogue.
- I can evaluate the impact of specific word choices about meaning and tone.

Expressive

- I can orient the audience to context and point of view.
- I can develop and describe characters and their relationships.
- I can Develop story, including themes with complication and resolution, time, and event sequences.
- I can engage and adjust for the audience.

INFORM

Interpretative

- I can identify and/or summarize main ideas and their relationship to supporting ideas.

- I can Analyze observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- I can evaluate the impact of an author's key word choices over the course of a text.

Expressive

- I can introduce and define topics and/or entities for the audience.
- I can establish an objective or neutral stance.
- I can add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors.
- I can develop coherence and cohesion throughout text.

ARGUE

Interpretative

- I can identify and summarize central ideas distinct from prior knowledge or opinions.
- I can analyze how an author acknowledges and responds to conflicting evidence or viewpoints.
- I can evaluate relevance, sufficiency of evidence, and validity of reasoning that support claim(s).

Expressive

- I can introduce and develop claim(s) and acknowledge counterclaim(s)
- I can support claims with reasons and evidence that are clear, relevant, and credible.
- I can establish and maintain a formal style.
- I can logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion.

EXPLAIN

Interpretative

- I can identify concepts or entities.
- I can analyze possible ways to represent and solve a problem.
- I can evaluate the model and rationale for underlying relationships in the selected problem-solving approach.

Expressive

- I can introduce a concept or entity.
- I can share solutions with others.
- I can describe data and/or problem-solving strategies.
- I can state the reasoning used to generate a solution.

Assessments

- **Pre and Formative:**
 - Reading Diagnostic
 - Quickwrites
 - Quizzes
- **Summative & Authentic:**
 - Extended Writing Task #4- Both poems “Archetype” and “Fairy-tale Logic” focus on the idea that fairy tales are more meaningful than children might realize. Write an essay explaining how this idea was expressed in both poems. Use evidence from both poems to support your

explanation.

- Module 4 Benchmark
- Performance Task- In this module, you read myths, fables, and legends to analyze and interpret lessons authors incorporate in their writing. These lessons are often developed through repeated ideas, words, and imagery. Reflect on the messages about life or human nature explored throughout this module. What common themes do these works share? Write an essay explaining one theme that was portrayed in at least two of the texts. Be sure to cite evidence to support your answer.

Teaching and Learning Actions

Instructional Strategies

Academic Vocabulary - Create and keep current, a Language Arts Word Wall, for children to use and interact with. Important for all learners, academic vocabulary and language must be taught explicitly, particularly to second language learners.

Accountable talk - Talking with others about ideas is fundamental to classroom learning. Classroom talk that promotes and sustains learning should be accountable to other learners, use accurate and appropriate knowledge, and adhere to rigor in thinking. Accountable talk responds to and further develops what others have said through relevant observations, ideas, opinions, or more information.

Adapting to learning styles/multiple intelligences – Allow movement, choice, linguistics, visual, and other methods of teaching/learning to foster different interests, providing variety and differentiation in instruction, and developing the whole child.

Annotation- Annotating text goes beyond underlining, highlighting, or making symbolic notations or codes on a given text. Annotation includes adding purposeful notes, key words and phrases, definitions, and connections tied to specific sections of text. Annotating text promotes student interest in reading and gives learners a focused purpose for writing. It supports readers' ability to clarify and synthesize ideas, pose relevant questions, and capture analytical thinking about text.

Cognates-Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. 30-40% of all words in English have a related word in Spanish and this guide provides a helpful list of cognates in Spanish and English.

Conferencing - A one-to-one teacher conference with a student about his or her work in progress is prevalent in teaching writing and speaking, but it is also useful in other areas. The purpose of the conference-- engaging in meaningful conversation about the student's work in progress--will not be realized automatically. Preparation (on the part of both the teacher and the student) before the conference, careful listening during the conference, recordkeeping, and follow-up are essential components for a successful

outcome. In student-to-student conferencing, participants require guidance, a focused protocol, and accountability. Video resource:

<https://www.youtube.com/watch?v=Pad1eAcsHho>

Content Stations – Areas where students work on different tasks simultaneously. Can and should be leveled for review, challenge, and remediation at appropriate level. Teacher rotates and facilitates instruction and assistance. Activities reach various learning styles. Houghton Mifflin Harcourt leveled readers to assist in background knowledge, skills application, etc.

Cues, questions, activating prior knowledge- Frequently assess your students for prior content knowledge to assist in planning your lessons. Use effective questioning to prompt students to recall and apply what they have already learned.

Effective questioning – Teacher questioning and student response are common classroom learning activities. Research finds that teacher questions (and cues) are effective when they focus on what is important, require students to respond at higher levels, provide adequate wait time after a question is asked and establish an engaging introduction for the lesson. Effective questioning can also play a role in focusing students on unit learning goals or overarching themes throughout a longer period of study.

Flexible Groupings- Teacher meets with groups to meet curricular goals, engage students, and respond to individual needs.

Integration of content areas – There is a strong case to be made for integrating curriculum. It strengthens skills that students encounter in one content area, but also practice in another, such as reading and writing, and it can lead to the mastery of those skills. It provides meaningful instruction for students in multiple areas of standards in a single class or learning experience. It is also a more authentic way of learning because it reflects what we experience, both professionally and personally, in the world. It can be a way to engage students when introducing them to a challenging subject. STEM education is a current example of effective content integration. Research supports the integration of content areas.

Intentional Use of Technology – whiteboard presentations and activities available and encouraged for use through HMH.

Leveled Instruction – Teacher gives introductory lesson to the entire class, then provides varying access points for students to practice skills. Teacher provides several assignments with different levels of difficulty- the student OR teacher chooses an assignment.

Modeling – Modeling is an instructional strategy wherein the teacher or another student demonstrates a new concept or skill and students learn by observing and emulating. Modeling is an effective instructional strategy when it allows students to observe thought processes and imitate particular behaviors or steps in a process. Types and purposes of modeling can include approaches such as task and performance modeling (demonstrating a task), metacognitive modeling (thinking aloud), and disposition modeling (conveying one's own

enthusiasm, interest, or commitment). Modeling can be used across disciplines and in all grades and ability levels.

Read-aloud - Read-aloud is an instructional format, included formally in elementary reading programs and as an instructional activity in all areas and levels of the curriculum. A primary purpose of a read-aloud is to create a community of readers in the classroom and establish a known text as a basis for related literacy activities. Reading aloud allows teachers to model important components of literacy, such as fluency, expression, and interacting with texts while exposing students to vocabulary that is just beyond their instructional level and demonstrating how reading is a source of information and enjoyment.

Semantic Mapping - The association of meanings and context for a given word that may include: origin, images, multiple meanings, word structure, synonyms, antonyms, descriptors, common contexts, examples, historical or cultural connotations and personal associations. When using a semantic map, it will assist students by building a meaningful network of associations around the words that must be learned which will be stored more deeply in memory and retrieved more easily.

Share the Pen - Interactive writing strategy where teacher and students “share the pen” to create a written product such as a sentence, story, or list.

SloP Strategies - Sheltered Instructional Observation Protocol consists of eight components; lesson preparation, building background, comprehensible input, strategies, interaction, practice, lesson delivery, and review and assessment. Using these eight components teachers can design instruction that will help ELL’s to reach English language acquisition.

Socratic Seminar - The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Student goal setting - Teachers who set, define, and communicate learning objectives effectively with students employ research-based findings that say goal setting with students should: (1) be flexible and general because when a goal is too narrowly focused, it may limit learning (e.g., If the goal is to learn how a piston works, students may not learn its relationship to other parts of an engine), although too general goals may be unattainable; (2) encourage student ownership (e.g., creating own goals, personalizing teacher goals, committing to contracts, and providing feedback on their progress in journals, videos, etc.); (3) focus on understanding over accomplishing tasks; and (4) allow students enough time to adapt goals to their own interests, learning styles, and prior knowledge. Setting goals benefits from explicit instruction.

Targeted feedback - Research and effective practice points to the following keys to using targeted feedback to improve student achievement and avoid negative effects: (1) link feedback to objectives; (2) use a formative evaluation approach over a summative approach; (3) make guidance specific

(e.g., proofing remarks or codes may not communicate well); (4) provide feedback in a timely manner (not long after assignment is forgotten); and (5) identify how students should use feedback to make improvements.

Thumbs Up/Down, “Stop Light”, “Smiley Face”– for quick, formative assessment

Think-Pair-Share– Turn & Talk with a neighbor to discuss/review various concepts/vocabulary/etc. Each child that is called on to share reports out their partner’s ideas/response; then switch.

Word wall – A word wall is an organized collection of words prominently displayed in a classroom and frequently used as an interactive literacy tool for teaching vocabulary and spelling to children. There are many different types of word walls, such as high frequency words, word families, and story- or unit-related names. The words are added to the word wall as they are introduced with accompanying visual representation and definition.

Activities: Including G/T, SE, and ELL Differentiation

Differentiation examples:

Students with a 504:

All modifications and health concerns listed in his/her 504 plan MUST be adhered to.

- ❖ *Provide scaffolded support when they respond to questions (ie. Rephrase questions, have them Turn & Talk to peers, provide sentence frames for response, etc)*
- ❖ *Sentence frames discussions/sharing.*
- ❖ *Encourage participation using words, phrases, gestures, illustrations, and dictation, as needed.*
- ❖ *Refer to visuals throughout lesson/activity*
- ❖ *Divide instruction into smaller chunks of time*
- ❖ *Post pictures with new vocabulary words when possible and have*

Week 1

Reading: from Storytelling & [The Power of the Spoken Word](#)

Focus:

- Closely read the text
- Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text’s overall scope
- Recognize how form relates to function and how a part relates to a whole
- Distinguish between different text structures
- Identify part to whole and whole to part relationships
- Identify various points of view
- Determine how the author develops the point-of-view of the narrator or speaker in the text
- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine the central idea of a text
- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details

Vocabulary:

Tier 1 : family, history, grandparents, church, stories

Tier 2 griots, conditions, brutal, culture, storytelling, slaves, tradition , ancestors

Academic Vocabulary: universal, interval, invariably, trance, nurture, chastise, adversity;

children repeat each word.

- ❖ *Students demonstrate understanding verbally or drawing.*
- ❖ *Allow role-play responses.*
- ❖ *Provide sentence frames for forming opinions: I agree with ____ because _____. Or I do not agree with ____ because _____.*
- ❖ *Encourage use of content vocabulary.*
- ❖ *Use words, gestures, and repetition to assist in developing vocabulary meaning retention.*
- ❖ *Retell stories, have children point to an image that matches their retelling.*
- ❖ *Have children highlight vocabulary/key words in their student workbooks..*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading..*
- ❖ *Provide word/phrase cards to assist in accomplishing tasks.*
- ❖ *Model sentence structure when responding to questions.*
- ❖ *Ask “yes” and “no” questions from time to time.*
- ❖ *Allow frequent movement in the classroom, going up to the SMARTBoard, or*

Initial Engagement with Terms:

Introduce the words individually and provide cognates, Explicitly teach the terms and definitions. Have students copy the words down and write the synonyms and antonyms.

Vocabulary Practice/Apply:

Vocabulary Bingo: This is a fun and interactive game that helps students review and practice the key vocabulary words related to oral storytelling. The students can use the vocabulary and academic words to create their own bingo cards with the words storyteller, heritage, ancestor, tradition, and other words that you have learned.

Flash cards: Place flashcards face down on a table or on the floor. Students take turns to flip over two cards and try to find a matching pair. If the cards match, the student keeps them and has another turn. If the cards don't match, the student flips them back over and the next student has a turn. The game continues until all the cards are matched. The student with the most pairs wins.

Activity: Entrance/Exit Ticket- what are some benefits of listening to another person's stories? GoGoMo protocol - why do we tell our stories?

Strategies

Word Wall: Create a word wall with academic vocabulary and tier two words and their definitions. Have students use the word wall to write sentences, reflections or summaries using the words. Encourage them to use synonyms, antonyms, or multiple meanings of the words when possible.

Story Circle: This is a collaborative and creative activity that helps students express and appreciate the benefits of oral storytelling. To do this activity, you need a facilitator who will guide the process and a group of participants who will share their stories. The facilitator will ask each participant to tell a short story about their culture, such as a legend, a myth, a folktale, or a personal experience.

Anchor charts: create an anchor chart with the personal pronouns, writing process, and transition words.

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SIOP Practice and Application

Anticipatory set: Before reading the essay, ask students to think of a story that they want to share with the class. It can be a personal story, a folktale, a fairy tale, a joke, or any other type of story that they like. The story should be short, simple, and interesting. Have students take turns telling their story to the whole class.

big book to point out things relevant to the lesson.

- ❖ *Thumbs Up/Down for quick assessments.*
- ❖ *Take dictation.*
- ❖ *Have student make a line for each word of their response, then work with them to write the sentence decoding and reading the room to help with their writing. (ie. "I like the part when Keisha could build a tower using blocks." _____ _ _ _ _.)*
- ❖ *Encourage asking questions for clarity. Provide displayed anchor chart of question words with question phrases on it.*
- ❖ *Assign partner work.*
- ❖ *Snap & Read Google extension (reads to student in selected language).*
- ❖ *Small group instruction*
- ❖ *Inclusion of videos, images, and Google Expeditions*
- ❖ *Choice in task products (song, dance, writing, role play, drawing)*
- ❖ *Use of Google Chromebook Accessibility Features, including: screen magnifier, font increase, black/white*

Annotation: The students will read or listen to the essay and highlight important facts and make inferences. After listening to the essay, students take turns discussing and sharing what they learned from telling and listening to stories. Ask them to compare and contrast oral storytelling with written storytelling.

Narrative Essay: This is an independent and formal writing task that helps you write a narrative essay based on your culture using complete sentences and appropriate transitions. To do this task, you need to choose a topic or an event from your culture that is meaningful or memorable to you. You also need to follow the steps of the writing process, such as prewriting, drafting, revising, editing, and publishing. You should use descriptive language, sensory details, dialogue, and chronological order to tell your story. You should also use transition words, such as first, then, next, and finally, to connect your ideas and paragraphs.

Reflection: Students will also include a reflection on how the essay has influenced their own perspective on the topic of learning, healing, and empowerment. They will share how their oral storytelling relates to the essay by Diane Ferlatte. The facilitator will encourage the students to reflect on how oral storytelling can keep cultures alive, inspire emotions, and transform lives.

GoGoMo protocol for this activity, you could instruct students to write down some key learnings or important ideas that they gained from listening or reading the essay and engage students in a question and answer activity with a partner who read or listened to the same story. For example

- What is the main message or theme of the story/essay?
- How does the story relate to your own culture or experience?
- How does the story make you feel or think?
- What did you learn from the story?

Writing:

Quickwrite: The author talks about the importance of storytelling to African cultures. Citing text evidence, evaluate whether the author's viewpoints on storytelling have changed over time. What evidence in the text supports your claims?

Language dive

Language Objective

- I can identify and define key vocabulary words related to oral storytelling, such as **storyteller**, **heritage**, **ancestor**, and **tradition**.
- I can orally express the benefits of oral storytelling. For example, spoken words keep cultures alive, inspire emotions, and transform lives.
- I can write a narrative essay based on my culture using complete sentences and appropriate transitions.

*contrast, larger cursor,
Chromevox, on-screen*

- I can reflect on how a story from another culture has influenced my own perspective and share with a partner using personal pronouns, verbs and adjectives.

Quickwrite: The Power of the Spoken Word explains many reasons why listening to other people tell their stories is valuable and important. In your opinion, which is the most valuable reason as described by the author? Cite evidence from the text to support your explanation.

Differentiation:

Listen for Meaning: Explain that listening to stories is an experience that many of us remember from our childhoods. Stories usually have a beginning, a middle, and an end. Some have a good character and a bad character, and they often teach a lesson or moral. Read aloud the first paragraph of “Storytelling” for each activity below.

Substantial: Pantomime stopping and listening intently to show students what “listeners are hooked” means. Have students take turns saying “Once upon a time,” as the other students listen.

Moderate: Model beginning a story by saying: Once upon a time there was a girl who lived in a forest. Write on the board: Once upon a time, there was a who _____. Ask students to take turns finishing the sentence.

Light: Write Once upon a time on the board. Ask: What are other ways that stories begin? Make a list of students’ suggestions

Week 2

Reading/s: Archetype Poem by Margarita Engle,
Fairy-tale Logic Poem by A. E. Stallings

Focus:

Reading

- Closely read the text
- Identify poetic devices used in text
- Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Compare and contrast texts across various genres on the same theme or topic
- Evaluate multiple approaches to the same subject
- Identify defining characteristics of different genres of writing

Extended Writing Task

- Unpack a writing prompt
- Write for a specific purpose and audience
- Select an appropriate text structure or format for the task
- Use language that is precise and powerful to create voice
- Create a tone that is appropriate for one’s audience

Vocabulary:

Tier 1: fairy tale, secret, adult, memory, favorite, childhood.

Tier 2: emphasize, relevant, occur, tradition, period, nightingale, archetype, fuss, revealed, dragon.

Academic Vocabulary: emphasize, relevant, occur, tradition, period

Initial Engagement with Terms:

Pre-teach the vocabulary terms within context and provide cognates, antonyms, synonyms and examples of how they are used in sentences. Have students copy the words, examples, synonyms and antonyms in their notebooks.

Vocabulary Practice/Apply:

Word of the Week: Make a note of a few keywords that require attention and add them to vocab activities. Pick a new word every week, then explore it in depth day by day and form sentences accordingly.

Flashcards: Make flashcards with the vocabulary words on one side and their definitions on the other side. You can use paper cards or online tools such as quizlet to create your own flashcards. You can also add images, audio, or examples to help students remember the words. For example, if the word is “nightingale”, you can add a picture of a small bird and a sound clip of its song.

Activity: Entrance/Exit- How do the ideas discussed in these poems echo the sentiments in “The Power of the Spoken Word?”

Annotate text- poetic devices, structure and style

Exit ticket- Review stanza 1 of “Archetype.” Why do you think the author begins with this particular question? What does the question reveal about the poem’s **speaker**?

Examine word choice

Strategies

TPCASTT Analysis Organizer: TPCASTT stands for title, paraphrase, connotation, attitude/tone, shift, title, theme. TPCASTT poetry analysis reinforces key themes and ensures that students grasp the important concepts of each poem. [Poem Analysis Template](#)

Venn diagram: You can use the Venn diagram to compare and contrast the main features or elements of the two poems, such as theme, tone, structure,

imagery, or figurative language to shows the similarities and differences between the ideas.

Close reading: Identify the speaker, to whom is she speaking, about what? and what is the mood or tone? Look for figurative language, such as metaphors, similes, personification, symbolism

SIOP Practice and Application:

Analysis: The teacher reads the poem aloud to the class and the students follow along. They will analyze each stanza focusing on title, theme, punctuation, tone, figurative language and word choice. For example, The teacher models by identifying words and phrases such as a “serial killer”, “man eating giants” which the speaker sees as gruesome and pitiful and wonders why she was drawn to those fairytales.. The students will analyze the rest of the poem.

Annotation: The students will highlight the specific word choice that determines the speaker's tone and mood. They will make note of the definition of tone and mood which reads: Tone is the attitude or emotion that the speaker conveys through their word choice, while mood is the feeling or atmosphere that the speaker creates for the reader through their word choice. They will then identify words such as “gruesome”, “sorrowful”, “poisoned”, “serial-killer”, “man-eating”, and “disguised” to create a tone of **darkness** and **horror**, and a mood of **fear** and **dread** for the reader.

Collaborative group: Students will work in pairs or groups to discuss the poem and share their interpretations and opinions about the poem. They will also contrast their childhood fairy tales to that of the speaker and explore a connection between childhood fairy tales and the effects on the speaker's memory as an adult.

Reflection: Have students write a personal reflection on how they relate to the poem. For example, they could write about their childhood experience and compare it to the speaker’s preference and personality. They will reference the lines that depict the speaker’s reflection of the fairytales she was exposed to as a child and explain the meaning.

Independent writing: Create their own poems and have them peer-review each other’s poems using a rubric or a checklist. They can record themselves or recite their poems to the class.

Writing: Extended Writing Task #4: Both poems “Archetype” and “Fairy-tale Logic” focus on the idea that fairy tales are more meaningful than children might realize. Write an essay explaining how this idea was expressed in both poems. Use evidence from both poems to support your explanation.

Language Dive: Hansel and Gretel seemed like a recitation/ of the sorrowful evening news/ a serial killer, the ovens, absent parents/ a famine, crumbs . . .

Language Objectives:

- I can describe the speaker’s feelings and attitude using adjectives and adverbs.
- I can explain the use and effect of various literary devices in the poem after listening to the audio.
- I can identify the theme and tone of the poem and share the speaker’s reflection between childhood fairy tales and adult memories.
- I can relate the poem to my childhood experiences and personality using examples.
- I can create a poem using literary devices such as repetition: alliteration, and imagery, that expresses my inner feelings and opinion about my childhood memories of fairy tales.

Differentiation:

Define Rhyme- Display the Anchor Chart for Evaluate Structural and Stylistic Aspects of Poetry. Help students understand the meaning of rhyme by saying one-syllable words and having students create rhyming pairs: cat, rat, ball, wall, top, mop, etc. Ask volunteers to define rhyme. Say: Words can rhyme even though their written endings are different, such as the words die, cry, and hi. Refer to “Fairy-tale Logic” for the following activities.

Substantial Read aloud lines 1–8 while students follow along in their texts.

Say: Goat and boat rhyme. Ask students to write those words down.

Ask: Which word rhymes with mote? (rote) Ask: Which three words rhyme with tasks? (masks, basks, asks)

Moderate Ask one student in a pair to read aloud lines 1–8, while the partner listens and identifies the rhymes. Have partners switch roles and

repeat the activity. Provide the sentence frame: The word ____rhymes with____.

Light Ask one student in a pair to read aloud and identify the rhymes in the first stanza. The second student should then read aloud and identify them in the second stanza.

Week 3

Reading: The Boatman's Flute

Focus:

- Observe how the individual components of the text add to the development of the theme, setting, and plot
- Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text
- Analyze the impact the specific section (chapter, scene, or stanza, etc.) has on you, the reader
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)
- Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope
- Recognize how form relates to function and how a part relates to a whole
- Explain the parts of a plot; provide a summary of each part
- Observe and analyze how story characters and plot interact and develop throughout a given text
- Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits
- Determine how the author's word choice helps develop the narrator or speaker's point of view
- Evaluate the effectiveness of the author's choice in point of view

Vocabulary:

Tier 1: boat, river, flute, girl, father, music, kites, water

Tier 2: seamstress, courtyard, convince, commit, sincere, politeness, ferried, goblet, ghe, mandarin.

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the words aloud and have students repeat. Display the words, their definitions, pictures, and examples of part of speech using word cards, vocabulary graphic organizers, or posters. Place them in a visible place in the classroom and refer to them before, during, and after reading the reading.

Vocabulary Practice/Apply:

Word Wall: Create a word wall with the tier two words and their definitions. Have students use the word wall to write sentences, stories, or summaries using the words. Encourage them to use synonyms, antonyms, or multiple meanings of the words when possible.

Word Games: The students can play games such as charades, Pictionary, or Taboo with the tier two words. They can act out, draw, or describe the words without using the word itself or any related words.

Activity: Sketch to stretch- what does the boatman see?

descriptive language- paragraph 3

gogomo- thought provoking imagery

Annotate Rising action- paragraphs 8-13

Strategies

Sketch to Stretch: This strategy involves drawing what you imagine or understand from a text and helps students visualize and comprehend what they read.

Graphic organizer such as a character analysis worksheet or a spider diagram to help you identify specific character traits of Review the definition and examples of character traits, such as personality, attitude, motivation, etc. Use descriptive words from the text that show how this character acts, feels, thinks, speaks

Story map or a timeline: to help students identify the main events and details of the folktale. Also, to review the elements of the summary, such as the main idea, the characters, the setting, the plot, and the theme. Use descriptive and precise language to capture the essence of the folktale.

Character trait chart or a Venn diagram to help students compare and contrast the characters and their ideas and include evidence from the text to support their opinions and interpretations.

SIOP Practice/Application

The teacher and students can choral read the story. Then the students re-read and write a summary of the folktale in their own words and include the title, author, and main idea.

The students can discuss some examples of folktales from their own culture or other cultures that they know? and say how it is similar or different from The Boatman's Flute.

The students can work in groups to review the symbols and imagery used in the story, such as the flute, the goblet, the tear, and the river and analyze the characters focusing on the characters personality, attitude, motivation, etc to compare and contrast their ideas and traits and share with the class.

Have students write a creative response to the story, such as: A letter from the girl to the boatman, expressing her feelings and apologizing for her mistake. Or A diary entry from the boatman, describing his life and his love for music.

Writing: Quickwrite: Refer back to paragraphs 26 through the end of paragraph 28 of "The Boatman's Flute." Consider how the ending might be different if told from the boatman's perspective. What message would he give the Mandarin's daughter regarding her actions? Rewrite the last paragraphs of the story from the boatman's point of view. Be sure to capture the boatman's thoughts, feelings, and reactions by using details from the text to support your ideas.

Language Dive: "He placed a bamboo flute to his lips and soon the most haunting, beautiful melody the girl had ever heard drifted up to her window. It was the sound of rippling waters and cool breezes, of tall bamboo and the night bird's song, all woven together." (paragraph 5)

Language Objectives

- I can write a summary of the folktale using the past tense and transition words.
- I can identify the narrator based on the point of view used.
- I can participate in class/group discussions expressing how my culture is similar or different from the Boatman's Flute
- I can identify the theme or themes in the text using specific word choice and phrases
- I analyze specific character traits through the characters inner qualities, behavior and actions using descriptive words

Differentiation:

SUBSTANTIAL SUPPORT

Ask students to identify and describe how the mandarin treated his daughter. Then ask students to explain why they think he acted as he did.

Have students retell the content of the dialogue as prose when the daughter rejects the boatman. Ask: How would you describe what she said, rather than using a quotation? (The girl thanked the boatman politely for . . .) Which do you like better?

Put students into small groups. Ask students to look at the part of the story where the daughter imagines going down the river with the boatman. Ask students to add dialogue that would fit and punctuate it correctly. Then have them exchange their dialogue with another group to edit it for pronoun agreement and punctuation. Example: She said, “The orchids are beautiful!”

MODERATE SUPPORT

Have students work together to find two to three descriptions of the characters in order to cite text evidence when explaining to the class who the characters in this folktale are.

Have students work in pairs to retell paragraphs 22–24 (1 paragraph per group) as prose and compare the impact of each approach. Ask: Which is better? Why?

Have students continue adding dialogue, but focus on creating the boatman and daughter’s imaginary conversations with more detail.

LIGHT SUPPORT

Ask students to discuss which detailed descriptions in the exposition make the characters more interesting to read about and visualize

Have students retell paragraphs 32–33 as prose and compare impact.

Ask students to pick a paragraph from the story (such as paragraph 20) and rewrite the text to include some examples of dialogue, making sure to use quotation marks properly.

Week 4

Reading: *Echo and Narcissus*

Focus:

- Read and analyze a variety of literary genres and informational texts
- Closely examine the text’s explicit content
- Determine the theme or central message
- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text

- Summarize texts by evaluating key details in which the central idea or theme is located
- Distinguish key (thematic) details from all other details
- Analyze why the author included a specific section (stanza, etc.) of the text
- Evaluate the effectiveness of the author's choice to include this section (chapter, scene, or stanza, etc.)

Vocabulary:

Tier 1: red, help, look, sad, walk, elephant, baby

Tier 2: obvious, complex, reasoned, national, informed, benefit, annual, afford

Initial Engagement with Terms:

Introduce each new word and cognate one at a time. Read the word aloud and have students repeat the words. Use word cards, vocabulary graphic organizers, or posters with the words, their definitions, pictures, and examples of how they are used. Display them in a visible place in the classroom and refer to them before, during, and after the reading.

Vocabulary Practice/Apply:

Word search: The students can create a crossword puzzle or a word search using the tier 2 and academic words. They can challenge each other by matching the words with their synonyms or definitions.

Flashcards: The teacher and students can make flashcards with words and their definitions and have students write sentences with the words..

Activity:

Exit/ Entrance Ticket
Close reading of the text
Annotating the text
Exploring word origins
GOGOMO Protocol

Strategies

Annotations: The students can read the myth for the literary devices and the tone. They can highlight any examples of figurative language, such as similes, metaphors, personification, hyperbole, etc. and write comments, questions, or reactions next to anything that is confusing or unclear, such as unfamiliar words or references. They can also identify the tone of the myth, such as humorous, tragic, ironic, etc. write a comment in the margin about how the

author uses these devices to create a certain effect or mood.

Close reading: The students can read the myth for the gist and underline the key ideas and major points. They can circle the key words or phrases that relate to the theme or the moral, such as “pride”, “love”, “curse”, “punishment”, etc.

GOGOMO Protocol: Ask the students to write down 3-5 key learnings or important ideas about the myth. For example, The myth explains the origin of the echo sound and the narcissus flower. or the myth shows the consequences of pride, vanity, and unrequited love. Have the students write each idea on a different index card or sticky-note and share with a partner. Each partner “gives” one of his or her key learnings or important ideas about the myth to the other, so each person “gives one” and “gets one.” Allow 1-3 minutes for interact before you call out “move on”

Morphemic analysis: Morphemes are the smallest units of meaning in a word, such as prefixes, suffixes, roots, and bases. By breaking down a word into its morphemes, you can infer its meaning and origin.

[Etymonline - Online Etymology Dictionary](#) to explore word origins,

SIOP Practice and Application

The teacher can read aloud the myth or play an audio recording of it. The students can listen for the main idea, the characters, the setting, and the plot. They can also listen for specific details, such as the names of the gods and goddesses, the reasons for Echo’s curse, and the consequences of Narcissus’s pride. The teacher can check the students’ comprehension by asking them questions or having them complete a graphic organizer.

The students can retell the myth in their own words, using sequence words and transition words. They can also express their opinions about the characters and their actions, using evidence from the text to support their claims. They can also role-play a dialogue between Echo and Narcissus, or between Hera and Zeus, using appropriate vocabulary and expressions. The teacher can provide feedback on the students’ pronunciation, fluency, accuracy, and content.

The students can read the myth individually or in pairs, using context clues to figure out the meaning of unfamiliar words. They can also use text features, such as headings, subheadings, and illustrations, to help them understand the structure and organization of the text. They can also identify the theme, the moral, and the tone of the myth. The teacher can assess the students’ reading comprehension by having them answer multiple-choice or short-answer questions, or by having them write a summary or a response to the text.

The students can write a creative extension of the myth, such as an alternative ending, a sequel, a prequel, or a modern adaptation. They can also write a comparison and contrast essay between Echo and Narcissus and another pair of

characters from a different myth or story. They can also write a personal reflection on how they relate to the theme or the moral of the myth. The teacher can evaluate the students' writing skills by using a rubric that focuses on the content, organization, language, and mechanics of their writing.

Writing:

Quickwrite: Knowing the modern meaning of the word *echo* and that a narcissist is someone who is self-obsessed, how do the names of the characters help the reader gain insight into the myth? Use evidence from the text to support your response.

Language Dive:

Echo repeated his words, but with a sob in her breath, and Narcissus called once more: "Come here, I say, and let us meet!" (19-20)

Language Objectives

- I can identify themes in the myth of Echo and Narcissus by using clues from the characters' actions, words, and consequences.
- I can annotate the main characters, setting, problem and solution after listening to the read aloud.
- I can use descriptive adjectives and adverbs to write a paragraph about my favorite part of the story.

Differentiation:

- ❖ *Provide support for using word meanings*
- ❖ *Station learning for students to collaborate and develop questions as a group for the instructor.*
- ❖ *Model using class anchor charts to assist in their writing, speaking, and reading.*
- ❖ *Utilize audio recording from HMH to provide a fluent voice to model reading.*

Week 5

Reading/s: various readings

Focus:

- Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text
- Distinguish key (thematic) details from all other details
- Evaluate recurring ideas and changes in the characters and plot over the course of the text
- Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices

	• Distinguish between essential and nonessential details of a text to support creating unbiased summaries withholding personal opinion and judgment • Write a clear thesis statement • Identify evidence that supports claims in literary analysis • Incorporate evidence into written pieces, using introductory phrases and transitions • Logically connect evidence to claims in writing Performance Task: In this module, you read myths, fables, and legends to analyze and interpret lessons authors incorporate in their writing. These lessons are often developed through repeated ideas, words, and imagery. Reflect on the messages about life or human nature explored throughout this module. What common themes do these works share? Write an essay explaining one theme that was portrayed in at least two of the texts. Be sure to cite evidence to support your answer.
Experiences (virtual and live field trips)	Pixton-- Create a fable/fairy tale comic
Resources	
Additional Reading(s): Hearts and Hands Eleven- Quickwrite: For many people, a birthday is an exciting, festive event. In the story “Eleven” by Cisneros, Rachel struggles with a troubling incident on her 11th birthday, during which she grows not only in years, but as a character. Explain how the incident with the red sweater affects Rachel. Describe how she feels before, during, and after the incident, using specific details from the story to support your statements about the changes she undergoes. Exit Ticket: Minor characters help carry out the action of a story. Mrs. Price is a minor character in “Eleven,” but she plays an important part in the story. How do you think Mrs. Price would describe the incident with the sweater? Use details from the story to support your answer.; Discussion Questions: Reread lines 83-86. How does the first-person point of view affect what you know about Sylvia and Phyllis?; Collaborative discussion: As the narrator of the story, Rachel shares many of her thoughts and feelings. However, she is not able to tell us the thoughts and feelings of the other characters. With a partner or in a small group discuss what you learned through the story’s first-person point of view. Be sure to use details from the text to support your ideas. Reading Plus NewsELA HMH Resources from Discovery homepage	
Pacing/ Time Frame:	6 weeks