GCS Curriculum Map for 6th Grade ELA

Year at a Glance

Quarter/Module	1	2	3	4
Module Title	Finding Courage	Through an Animal's Eyes	Surviving the Unthinkable	Discovering Your Voice
Time Frame	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Standards	**RL 1, RL 3, RL 4, RL 5 RI 1, RI 3, RI 4, RI 5 L 4, L 5 W 2, W 5 SL 1**	**RL 2, RL 4, RL 6 RI 2, RI 4, RI 5, RI 8 L 4, L 5 W 1, W 6 SL 1, SL 3, SL 4**	**RL 2, RL 3, RL 4, RL 5 RI 2, RI 4, RI 8 L 4, L 5 W 1, W 3 SL 1, SL 2, SL 5**	**RL 1, RL 2, RL 3, RL 4 RI 4, RI 5, RI 6 L 4, L 5 W 1, W 4 SL 1, SL 3, SL 5**
Essential Questions	**How do you find courage in the face of fear?**	**What can you learn by seeing the world through an animal's eyes?**	**What does it take to be a survivor?**	**What are ways you can make yourself be heard?**
ELD Question STEMS	**How do the actions of a character develop the plot? How does the setting of the story impact the plot? The main parts or Central Idea of the text**	**The significance of the author's point of view is … Based on the author's point of view, a new conclusion I'm drawing is ... The author wrote ... I**	**The text says ... This tells me (character) is ... (Character) feels when ... When (character) says ..., I know that he/she is ...**	**The text helps the reader understand the meaning of the word ___, using context clues The structure of the text helps the reader understand the author's purpose by ...**

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	were… **From my perspective the poem's tone was …** **From my perspective, the poem's author used these words to…** **Based on ..., a conclusion I'm drawing is ...** **The evidence supports ...** **Because the author told us ..., I think ...** **This relates to my life because ...** **The main idea of the text is ...**	**think the author is trying to convey…** **The main parts or Central Idea of the text were…** **The main idea of the text is ...** **From my perspective, the personification and imagery in this poem means …** **The author wrote ... I think the author is trying to tell us (convey) ... Some people might disagree. They may believe ... because ...** **One claim the author makes is ... This claim is supported by ... The author also states ...** **The author believes ...**	**When (character) does ..., I believe this means that ...** **By writing this way, the author create a ____ mood…** **From my perspective the poem's tone was …** **From my perspective, the poem's author used these words to…** **The word _____ can be classified as having a positive/negative connotation. The author used this word because _____**	**This relates to my life because ...** **... and ... are connected by ...** **From my perspective the poem's tone was …** **From my perspective, the poem's author used these words to…** **From my perspective the speaker of the poem is…** **The speaker/author is arguing (telling us) that ...**
Performance Events	- Poetry Analysis - Advice Column - Informational Essay	- Opinion Letter - Argumentative Essay	- Short Story - Narrative Summary - Live Posts	- Book Club Group Presentations -Biographical Poem
Novel/Book Club Suggestions	***Behind Rebel Lines* by Seymore Reit**	***Song for a Whale* by Lynne Kelly**	***Hatchet* by Gary Paulsen** ***Long Walk to Water* by Linda Sue Park**	***The Giver* by Lois Lowry** ***Brown Girl Dreaming* by**

	Dragonwings **by Lawrence Yep** ***The Parker Inheritance*** **by Varian Johnson** ***The Breadwinner*** **by Deborah Ellis** ***Wonder*** **by R.J. Palacio** ***Home of the Brave*** **by Katherine Applegate**	***Pax*** **by Sara Pennypacker** ***Julie of the Wolves*** **by Jean Craighead George** ***Old Yeller*** **by Fred Gipson** ***A Dog's Purpose*** **by W. Bruce Cameron** ***Black Beauty*** **by Anna Sewell**	***Ninth Ward*** **by Jewell Parker Rhodes** ***Life As We Knew It*** **by Susan Beth Pfeffer** ***Bamboo People*** **by Mitali Perkins**	**Jacqueline Woodson** ***Beethoven in Paradise*** **by Barbara O'Connor** ***Amos Fortune, Free Man*** **by Elizabeth Yates** ***The Firefly Letters*** **by Margarita Engle**
Writable Assignment Suggestions	**HMH Unit One Lessons** **Write an Informational Essay**	**HMH Unit Two Lessons** **Write an Argumentative Essay**	**HMH Unit Three Lessons**	**HMH Unit Four Lessons**

GCS Curriculum Map for 6th Grade ELA

Module A: Finding Courage **Essential Questions: How do you find courage in the face of fear?**	**Timeline:** Quarter 1
Performance Event: Students will write an informational essay about how people find the courage to face their fears.	
SWBAT: (Mastery Objectives) ● Analyze how the character develops the plot. ● Analyze the setting and character. ● *Use correct capitalization of proper nouns* ● Use an understanding of structure to read and comprehend lyric poetry. ● Analyze word choices to identify a poem's speaker. ● Analyze word choices to identify the tone and mood of a poem. ● Cite evidence to support text analysis and use text features to navigate informational text. ● Use prefixes that mean "not" to define unfamiliar words. ● Use text features to make, correct, and confirm predictions. ● Identify the organization and structure of informational texts. ● Gather information from credible sources, then present the information using paraphrasing and appropriate source citation. ● Use synonyms and antonyms to better understand word meanings. ● Cite textual evidence; make inferences. ● Determine a theme or central idea. ● Describe story elements and structure. ● Determine the meaning of words and phrases from their context. ● Engage effectively in a range of collaborative discussions.	

Vertical Alignment		
Previous Grade Level Standards	**Grade Level Standards**	**Next Grade Level Standards**
*See vertical progression document. *Also see grade level Learning Progressions to support next steps.	**Reading** **RL.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **RL.6.4** Determine the meaning of words and phrases as they are used in a	*See vertical progression document.

	text; analyze the impact of a specific word choice on meaning and tone. **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **RI.6.1** - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.6.3** - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. **RI.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. **RI.6.5** Analyze how a particular sentence, paragraph, **chapter**, or section fits into the overall structure of a **text** and contributes to the development of the ideas. **Speaking and Listening** **SL.6.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Writing** **W6.2** - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
Instructional Resources		
Tier III Vocabulary: Solution Responsibility Stammer Fume Activate Turbulence Trigger Immaturity Essential Amplify Generate Humiliation	**Performance Tasks:** **Task 1:** As students read the "The Breadwinner", they will note how the characters respond to the cultural setting of Afghanistan and its rules for how men and women should dress and behave in a provided chart. **Task 2:** Students will write a formal business letter to one of the aid organizations researched, requesting more information about the organization's mission. **Task 3:** As students read "Life Doesn't Frighten Me", use a chart to help make inferences about the poem's speaker. **Task 4:** Students will write a poem in which they employ a young speaker to express fears, both real and imaginary; then read aloud that poem to demonstrate presentation skills. **Task 5:** Students will conduct research on well-known people who have	**Additional Resources (Time Permits)...** **Task 7: Embarrassed? Blame your Brain -** As you read, notice how their ideas relate to your own experience and how those relate to the experiences of others. Write an advertisement for a service tha helps young people overcome their fear of embarrassment. **Task 8: The Ravine -** Compare

	suffered from a phobia and record their findings. **Task 6:** In a small group discuss if what they learned from their reading of "Fears and Phobias" can help someone overcome a fear. **Ongoing:** **Novel Reading - Seedfolks by**	and contrast Vinny with one of the other characters in the story in an essay using academic vocabulary and a mix of interesting sentences. **Task 9: Reader's Choice/IR -** Select one or more of the options from your eBook to read more on our current topic.

Remediation Skills, Extensions and Considerations: ● **Video:** Wired for Fear	**ELD Standard addressed in this unit:** **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 in dialogue. **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. **Construct informational texts in language arts that:** ● Establish objective or neutral stance ● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors. ● Develop coherence and cohesion throughout text.
LIS strategies identified	

Module B: Through an Animal's Eyes **Essential Questions: What can you learn by seeing the world through an animal's eyes?**	**Timeline:** Quarter 2
Performance Event: Students will work in small groups or partners to write an argumentative essay on a topic related to seeing the world from the perspective of an animal. (Mentor texts: "Wild Animals Aren't Pets" and "Let People Own Exotic Pets). Students will then present the argument by giving a speech.	
SWBAT: (Mastery Objectives) ● Analyze third-person point of view ● Analyze how author's use details to develop voice ● Analyze how writer's use complex sentences ● Explain how to determine theme and describe the ways authors convey theme ● Explain different points of view in literature ● Analyze how anecdotes contrite to the structure of a text ● Determine key ideas in a text ● Write an informational essay ● Analyze personification and imagery in poetry ● Compare themes of two poems ● Define and explain claims, evidence, arguments, fact, and opinion ● Understand how authors support a claim ● Write an argument taking a pro or con position ● Analyze proper usage and consistency of verb tense ● Determine the meaning of unknown vocabulary words using Greek and Latin roots ● Use correct capitalization	

Vertical Alignment

Previous Grade Level Standards	**Grade Level Standards**	**Next Grade Level Standards**
*See vertical progression document. *Also see grade level Learning Progressions to support next steps.	**Reading** **RL.6.2** Determine a **theme** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal opinions or judgments. **RL.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. **RL.6.6** Explain how an author develops the **point of view** of the narrator or speaker in a **text**. **RL.6.9 Compare and contrast texts** in different forms or **genres** in terms of their **approaches** to similar **themes** and topics.	*See vertical progression document.

	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. **RI.6.5 Analyze** how a particular sentence, paragraph, **chapter**, or section fits into the overall structure of a **text** and contributes to the development of the ideas. **RI.6.8** Trace and **evaluate** the **argument** and specific **claims** in a **text**, distinguishing claims that are supported by **reasons** and **evidence** from claims that are not**.** **RI.6.9** Compare and contrast one author's presentation of events with that of another. **Writing** **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. **W.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 & Listening** **SL.6.3 Delineate** a speaker's **argument** and specific **claims**, distinguishing claims that are supported by **reasons** and **evidence** from claims that are not. **SL.6.4** **SL.6.5** Include **multimedia component**s and visual displays in presentations to clarify information. **Language** **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. **L.6.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context based on grade 6 reading and content.	
Instructional Resources		
Tier III Vocabulary: ● Theme ● Word choice ● Tone ● Mood ● Point of view	**Performance Tasks:** **Task 1:** As students read the excerpt from *Pax,* they will analyze the author's use of point of view and then write **a** fictional narrative from the point of view of an animal or an object. **Task 2:** Students will use a three-column chart to record evidence from "Zoo" to make logical inferences and note possible themes. Students will then work in small groups to create a storyboard for a "Zoo" movie.	**Additional Resources (Time Permitting)...** **Task 7: Reader's Choice/IR -** Select one or more of the options

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- Central idea
- Structure
- anecdote
- Argument
- Claim
- Evidence
- Verb tense

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Task 3: Students will use a Tree Map or a two-column chart to record key ideas and supporting details from “Animal Snoops: The Wondrous World of Wildlife Spies” and use this to write a summary of the text.
Task 4: Students will read and annotate two poems in order to compare themes, imagery, and figurative language. Students will discuss their findings and create a poster or one-pager that shares their group’s interpretations of key images from the poem and what key details they used to create a theme statement for the poem.
Task 5: Students will use a chart or Thinking Map to identify the author’s claims and supporting evidence in each argumentative text. Students will take a position about owning an exotic animal they researched and write a formal letter to a government official about their position.
Task 6: Students will work in small groups to compare and contrast two arguments on the same issue of owning exotic pets and then plan a debate on whether people should be permitted to sell exotic animals to private owners.

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from your eBook to read more on our topic.
Language: Complex sentences, verb tenses, subject-verb agreement, capitalization

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Remediation Skills, Extensions and Considerations:

- **Extend Task 1:** Research two true stories that illustrate the special bond between humans and pets.
- **Extend Task 3:** Students will research a topic related to the intelligence and behavior of animals and create an informational essay.
- **Extend Task 5:** Take the argument you developed about owning the exotic animal and create a PSA supporting your position.

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ELD Standards:
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 claims.

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.

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LIS strategies identified

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Module C: Surviving the Unthinkable **Essential Questions: What does it take to be a survivor?**	**Timeline:** Quarter 3

Performance Event: Students will write a nonfiction narrative or create a survival guide about the qualities of a survivor and about what it takes to survive a disaster or a difficult event.

SWBAT: (Mastery Objectives)

- Monitor comprehension of text and make adjustments
- Analyze the characters and setting
- Analyze characteristics of digital texts
- Analyze use of print and graphic features to achieve purposes
- Write objective summaries
- Generate research questions from a variety of sources
- Evaluate the effectiveness of video elements
- Create mental imagery through strong word choice and sensory description
- Develop and modify a research plan
- Write using an informal voice
- Create a multimedia presentation
- Analyze the effects of structure and meter in poetry
- Describe an author's use of figurative language
- Conduct research and present findings
- Analyze the author's use of language to develop mood and theme
- Use context clues to determine the meaning of unfamiliar words
- Understand and use prepositional phrases
- Understand and use subject/verb agreement
- Analyze how writer's use commas
- Use pronouns correctly

Vertical Alignment

Previous Grade Level Standards	**Grade Level Standards**	**Next Grade Level Standards**
*See vertical progression document. *Also see grade level Learning	**Reading** **RL.6.2** Determine a **theme** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal opinions or judgments. **RL.6.3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **RL.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the	

Progressions to support next steps.	impact of a specific word choice on meaning and tone. **RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **RI.6.2** - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RI.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. **RI.6.5 Analyze** how a particular sentence, paragraph, **chapter**, or section fits into the overall structure of a **text** and contributes to the development of the ideas. **RI.6.6** Determine an author's **point of view** or **purpose** in a **text** and explain how it is **conveyed** in the text. **RI.6.7** Integrate information presented in different media or formats, including visually and **quantitatively**, as well as in words to develop a **coherent** understanding of a **topic** or issue. **Writing** **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. **W.6.3**Write narratives to develop real or imagined experiences or **events** using effective technique, **relevant descriptive details**, and well-structured event **sequences**. **Speaking & Listening** **SL.6.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. **Language** **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. **L.6.4** Determine and/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: context clues, word parts, word relationships, and reference materials. **L.6.5** Demonstrate understanding of figurative language and nuances in word meanings. a. Interpret figures of speech in context based on grade 6 reading and content.	
Instructional Resources		

<table>
<tr>
<td>Tier III Vocabulary:
● Plot
● Setting
● Resolution
● Tone
● Theme
● Stanza
● Imagery
● Sensory description
● Meter
● Central idea
● Point of view
● Narrative techniques
● Figurative language
● Pronoun
● Subject/Verb agreement</td>
<td colspan="2">Performance Tasks:
Task 1: Students will monitor comprehension by using signposts to annotate the excerpt A Long Walk to Water. Students will have a group discussion about the challenges Salva faces and what character traits would be required to meet these challenges.
Task 2: Students will view a documentary about the Lost Boys of Sudan and write a summary of the Salva's story. Students will then work as a group to evaluate the effectiveness of the features used in the video and create a rating scale for their evaluation.
Task 3: Students will use a Thinking Map or chart to collect the mental images the author used to convey his message in "Into the Lifeboat." Students will then create a letter (or other digital text) to a friend that uses imagery to describe a crowded or disorganized situation that they have seen or experienced recently.
Task 4: Students will read and annotate two poems' structures, meter, and figurative language and how this impacts the meaning. Students will write and present their own narrative poem describing an event that you have experienced or witnessed.
Task 5: Students will note how language helps create the mood of the text by using a three-column chart to note the textual evidence, mood, and ideas about character and theme. Students will then create social media posts from the narrator's perspective about what she would have said about the disaster from her point of view, directed at a friend far away.
Task 6: Reader's Choice/IR - Select one or more of the options from your eBook to read more on our topic.</td>
<td>Additional Resources</td>
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<td colspan="2">Remediation Skills, Extensions and Considerations:
● Extend Task 1: Research additional organizations that help address the water issues in Sudan. Share findings around what the organization does, how it raises money, what challenges it faces, and how well it has succeeded.
● Extend Task 3: Research Titanic survivors and create a multimedia presentation to share what you learned about their age, gender, stories, experiences, etc.
● Extend Task 5: Investigate the history of the Ninth Ward from the time before Hurricane Katrina to the present. Record facts you learned and your source.</td>
<td>ELD Standards:
Interpret language arts narratives by:
● Evaluating impact of specific word chnoices about meaning and tone.
Construct language arts narratives that:
● Orient the audience to context and point of view.
● Develop and describe characters and their relationship.
● Develop story, including themes with complication and resolution, time and event sequences
● Engage and adjust for the audience.
Interpret informational texts in language arts by:
● Evaluating the impact of author's key word choices over the course of a text.
Construct informational texts in language arts that:
● Introduce and define topic and/or entity for audience.</td>
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<td colspan="3">LIS strategies identified</td>
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Module D: Discovering Your Voice **Essential Questions: What are the ways you can make yourself heard?**	**Timeline:** Quarter 4
Performance Event: Students will select your favorite mode of self-expression, and create a multimodal argument using images and graphics to support ideas.	
SWBAT: (Mastery Objectives) ● Analyze multimodal texts ● Infer word meanings using context clues ● Analyze how text structure contributes to the author's purpose ● Make connections to personal experiences and ideas in other texts ● Conduct research using multiple sources ● Make inferences about author's purpose and message ● Analyze author's use of language ● Analyze figurative language in poetry ● Make inferences based on tone and speaker ● Analyze the structure of an argument and the use of rhetorical devices ● Identify the intended purpose of an argument ● Write an argument ● Use commas to clarify meaning ● Use pronouns correctly ● Distinguish between commonly confused words	

Vertical Alignment		
Previous Grade Level Standards	**Grade Level Standards**	**Next Grade Level Standards**
*See vertical progression document. *Also see grade level Learning Progressions to support next steps.	**Reading** **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.6.2** Determine a **theme** of a text and how it is **conveyed** through particular details; provide a **summary** of the text distinct from personal opinions or judgments. **RL.6.3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **RL.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. **RL.6.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	*See vertical progression document.

	RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. **RI.6.5 Analyze** how a particular sentence, paragraph, **chapter**, or section fits into the overall structure of a **text** and contributes to the development of the ideas. **RI.6.6** Determine an author's **point of view** or **purpose** in a **text** and explain how it is **conveyed** in the text. **RI.6.7** Integrate information presented in different media or formats, including visually and **quantitatively**, as well as in words to develop a **coherent** understanding of a **topic** or issue. **Writing** **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. **W.6.5** Conduct short **research** projects to answer a question, drawing on several sources and refocusing the investigation when appropriate**.** **W.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 & Listening** **SL.6.2** Interpret information presented in diverse media and formats and explain how it contributes to a **topic**, **text**, or issue under study. **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks. **Language** **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. **L.6.4** Determine and/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: context clues, word parts, word relationships, and reference materials. **L.6.5** Demonstrate understanding of figurative language and nuances in word meanings.	

	a. Interpret figures of speech in context based on grade 6 reading and content.	
Instructional Resources		
Tier III Vocabulary: ● Multimodal ● Tone ● Speaker ● Word choice ● Text structure ● Point of view ● Author's Purpose ● Argument ● Claims ● Evidence ● Rhetorical devices ● Context clues ● Figurative Language ● Pronouns	**Performance Tasks:** **Task 1:** Students will annotate the multimodal text "Selfie: The Changing Face of Self-portraits" noting how the author conveys ideas through text and visual details and will summarize key ideas after reading. **Task 2:** Students will use a two-column chart to analyze the author's purpose for using elements of memoir in *Brown Girl Dreaming.* Students will also use a Thinking Map to make personal connections to the text in order to write a letter or email to the author about a meaningful connection. **Task 3:** Students will make inferences about the author's purpose and message by analzying the use of language in "What's So Funny Mr. Scieszka? Students should collect their thinking in a Thinking Map or in their annotated text to respond to the ACE question: How does the text structure contribute to the author's purpose? Support your reasoning with evidence from the text. **Task 4:** Students will use a three-column chart to analyze examples of figurative language found in the poems "A Voice" and "Words Like Freedom (example, type, what it means) and then do close reading to analyze and compare the tone and mood the speakers express in both poems (discuss in collaborative jigsaws or think-pair-share). **Task 5:** As students read two argumentative texts, they will annotate the rhetorical devices the author uses, its purpose, and it's intended audience. Students will then write a short argument on whether or not the use of cell phones should be permitted in movie theaters or at the dinner table. **Task 6: Reader's Choice/IR -** Select one or more of the options from your eBook to read more on our topic. **Language Tasks:** Using commas after introductory elements, pronouns, and commonly confused words	**Additional Resources**
Remediation Skills, Extensions and Considerations: ● **All tasks to scaffold:** Use leveled (differentiated) text for students to access text (provided in HMH resources). ● **Extend Task 1:** Research one of the artists mentioned in the "Selfie: The Changing Face of Self-portraits" text from task 1. Complete a who, what, where, when, how and why question and answer chart to share what you learned. ● **Extend Task 4:** Choose an artist, musician, writer, or poet (or three) from the Harlem Renaissance and discover what type of art they created and the message they wanted to express through their art. Share examples of their work and the ideas they convey in a short presentation. ● **Task 5 support:** Limit number of rhetorical devices or choose 1-2 to focus on with your lessons. Use multiple examples in a mini-lesson to expose them to this academic language argumentative technique.		

• **Extend Task 5:** In a small group, discuss how to explain the “perfect selfie” to someone who has never taken one and doesn’t want to. Work with your group to identify the qualities that make a perfect selfie and write a short speech for your audience.
LIS strategies identified