ADOPTED FEBRUARY 2018

Ohio's Model Curriculum
with Instructional Supports

**GRADE 6**

# English Language Arts

Ohio | Department of Education

# English Language Arts Model Curriculum
## WITH INSTRUCTIONAL SUPPORTS

# Grade 6

## Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [*3301.079(B)*]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

| Strand | Reading Literature |
| --- | --- |
| **Topic** | ***Key Ideas and Details*** |
| **Standards** | **RL.1** Quote accurately from a text when explaining ⋯ text. <br><br> **RL.2** Analyze literary text development. <br>    a. Determine a theme of a story, drama, or poe⋯ respond to challenges or how the speaker in ⋯ <br>    b. Summarize the text, incorporating a theme d⋯ <br><br> **RL3** Compare and contrast two or more characters, ⋯ the text (e.g., how characters interact). |

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# Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

## CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

## PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

# Instructional Strategies and Resources

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

## INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

## INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards
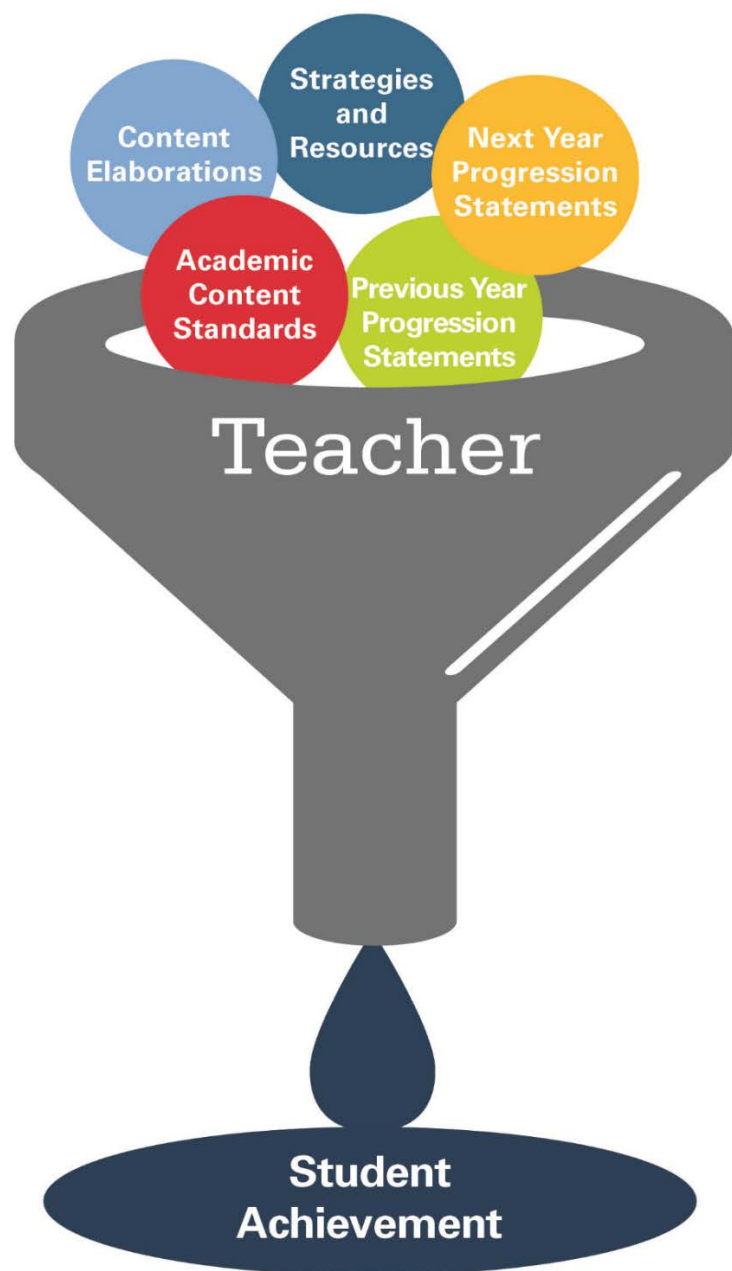
## Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to *Ohio's Learning Standards for English Language Arts.* As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the *Previous Grade Level Progression Statements* which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the *Content Elaborations,* as well as reviewing the *Instructional Strategies and Resources*, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the *Next Grade Level Progression Statements* help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together**:** *Student Achievement.*

## Using the Model Curriculum

| WHAT IT IS | WHAT IT IS NOT |
|---|---|
| » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic<br><br>» best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices<br><br>» a support for instructional planning using the learning standards as a foundation | ⊗ lesson plans<br><br>⊗ an exhaustive list of classroom activities per standard<br><br>⊗ instructional units<br><br>⊗ a resource meant to replace your district's decisions and direction |

## Additional Resources to Support the Model Curriculum

### ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE
The model curriculum documents are posted on this page, along with many other supporting resources, including the following:

» Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
» Curriculum map: this is a template that can be used for planning
» English Language Arts Resource Evaluation Tool: this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
» Ohio's Learning Standards for English Language Arts are posted on our Transition page, along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
» Determining Theme Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Types of Summaries Standard Guidance provides support for RL.3-12.2 and RI.3-12.2.
» Establishing a Thesis Standard Guidance provides support for W.6-12.1-2.

## ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.

| Standards | RL.6.1 Cite textual evidence to support analysis of what the te: inferences drawn from the text. |
| --- | --- |

**RL.6.1**

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis of the text and that can be evaluated by others

Explicit: Directly stated

Inference: A conclusion logically drawn from presented information

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Glossary of Terms A-Z

## LITERACY AND WRITING INSTRUCTION IN MIDDLE SCHOOL

*Contributed by Maggie Demarse, Ohio Middle Level Association*

Team-based teaching is a common approach used in middle school with teachers who cooperate in planning and provide flexible scheduling to meet the needs of young adolescents. The benefits of this middle school philosophy are that it builds a sense of community for students and staff and provides flexibility academically. The Association for Middle Level Education published *This We Believe*, a document that outlines the key characteristics to educating young adolescents. This document has the three main categories: (1) Curriculum Instruction, and Assessment, (2) Leadership and Organization, and (3) Culture and Community. The category, Curriculum Instruction, and Assessment, summarizes that teachers of middle level adolescents can meet the needs of their students if they are engaged in a variety of active learning techniques and assessments and are developmentally responsive with their decision making for their students.

When developing learning activities for students, there are four main curricular approaches that are best practices for middle school education: (1) Subject Centered, (2) Exploratory, (3) Multidisciplinary, and (4) Interdisciplinary or Integrated. All four of these approaches are beneficial for middle school students because they allow students learn not only their academic content, but to learn more about themselves and others, and to develop more global perspectives. For English Language Arts, literature circle groups for novel studies, whole class novel studies, and writing workshops are a few best practices teaching and can meet all for curricular approaches.

Literature circle novel studies and whole class novel studies are great instructional strategies to use to promote students' growth in literacy. During these activities, students read a section of the text and engage in thoughtful discussions and activities to help them analyze the text. This teaching strategy allows teachers to assess student's abilities and needs while giving the students more freedom and ownership over their own learning since students are guiding the discussion groups. Writing workshop is similar in that this teaching strategy is student centered and led. Writing workshops begin with a mini-lesson about a writing skill or topic and lead into students choosing what they would like to write about, within the broad guidelines the teacher sets for students, such as the type of writing for the task (e.g., narrative, expository, argument). While students are writing, the teacher is able to assess students' abilities and needs through conferencing with each student throughout class time.

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# English Language Arts Model Curriculum
## WITH INSTRUCTIONAL SUPPORTS

## Grade 6

### READING LITERATURE STRAND

| Strand | Reading: Literature |
|---|---|
| *Topic* | *Key Ideas and Details* |
| Standards | **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RL.6.2** Analyze literary text development.<br>    a.  Determine a theme of a text and how it is conveyed through particular details.<br>    b.  Incorporate a theme and story details into an objective summary of the text**.**<br><br>**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. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to cite evidence from the text, determine theme, and incorporate the theme into written summaries. Students were also expected to compare and contrast settings, events from stories, or how characters respond to text.**

**Content Elaborations**
The focus of **Key Ideas and Details** is the understanding of the key elements of literary text and how to analyze those elements in order to strengthen comprehension. Readers should find explicit textual evidence, as well as inferences. The use of specific evidence from text to enhance comprehension of literary elements is crucial.

Students should be able to determine a theme and find specific evidence from the text to support their objective summary. See the Determining a Theme Guidance and the Types of Summaries Standard Guidance documents for more information on these skills.

Students should analyze how the events in a story or drama move the story along through chapters and/or acts and scenes, using specific details from the text that help students to understand how the plot elements work together. Being able to trace a character

| Strand | Reading: Literature |
|---|---|
| *Topic* | *Key Ideas and Details* |

throughout the plot of a story or drama will help students understand the evolution of that character and the character's interaction with other literary elements.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to be able to analyze and evaluate text evidence (explicitly and implicitly), understand that the theme of a text is influenced by literary elements, and understand how particular elements of a story or drama shape the characters or plot. Students also will create an objective summary including the development of theme and other story details.**

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| Instructional Supports for the Model Curriculum |
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**Instructional Strategies**

**Analyzing Characters**
As students read a story or short book, have them cite textual evidence on a graphic organizer of how a character changes through major events. The focus of this strategy can begin with the plot sequence or with the character of their choice. This is a good opportunity to allow students to choose what would make them most comfortable. This Character Attributes graphic organizer can be used with a book or passage. Convert to EdCite or Actively Learn to have students interact with text.

Provide students with words for character attributes. Some students will benefit from having a long list of suggestions from which to choose, while others may need shorter lists with attributes sorted into categories - even as simple as *positive traits, negative traits,* and *neutral traits.*

**Analyzing Theme**
Examining a completed theme organizer can help students determine the theme of the text rather than the main idea. Another strategy may be to have students consider what the character learned at the end of a story to help the students determine the theme. This is a helpful graphic organizer for practice identifying theme with short videos, passages, picture books etc. See the resource in the Content Elaboration for examples and information.

**Resources for Adding Text Evidence**
RACE (Restate, Answer the question, Cite evidence, Explain) Students answer all written questions using the acronym in this strategy as a formula to provide support for their answers in a meaningful way. This graphic organizer and grading rubric shows how this strategy can be taught to students to use, edit, and peer edit their work. Two Chunk Method

**Instructional Supports for the Model Curriculum**

**How to Summarize**
Have students read stories close to their individual reading level and have them write summaries about theme. 5 W's and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with both literary and informational text. The strategy "Somebody Wanted, But, So, Then" is also useful for summarizing fiction selections. Students use the words as starters for each section of their summary.

**Breaking Down Plot**
Use short media clips and have students fill out a graphic organizer of a plot diagram.
Plot Mountain Graphic Organizer 1
Plot Mountain Graphic Organizer 2
10+ Plot Diagram Templates

**Instructional Resources/Tools**

**Guiding on the Side**
This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

 *Notice and Note* by Beers and Probst; This professional book gives teachers tools that they can share with their students getting them to deeply think and connect to a text throughout an entire story or trade book. The students have to ask themselves questions about the signpost they found while reading using text evidence to support their analysis. The students have to ask themselves questions about the signpost they found while reading using text evidence to support their analysis.

*The Differentiated Classroom: Responding to the Needs of All Learners,* 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. "Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all resources (including all materials that need to be printed for the lesson), and preparation time frame. The site also provides instructional planning and related resources.

*Teaching Literary Elements with Picture Books:  Grades 4-8;* Van Sile, Susan and Mary Napoli. Scholastic, New York, NY, 2009. This book provides multiple strategies to teach literary elements such as point of view, voice, irony, theme, metaphor, and simile. For each literary element, a detailed picture-book-based lesson is given. Picture books are carefully chosen.

| Strand | Reading: Literature |
|---|---|
| *Topic* | *Craft and Structure* |
| Standards | **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, 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. |
| | **RL.6.6** Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to know and understand an author's use of figurative language (e.g., simile, metaphor, idiom) as well as explain the structure of a particular genre. Students also were expected to know how point of view and perspective are two different terms and how each influence events in the text.**

**Content Elaborations**
The focus of **Craft and Structure** is the understanding that readers create meaning by identifying and understanding an author's style and the author's intentionality behind the choices regarding language, structure, and content.

Students should analyze the texts to determine why the author's words were chosen, the effect that the words have on the reader, and how the author's tone is reflected in word choice. For this topic, students need an understanding of the words *figurative, connotative,* and *tone.* Students should begin to recognize sensory language as it relates to its impact on the meaning and tone of the passage.

Students need to recognize how parts of a text contribute to the development of a story. Readers need to recognize that everything authors include in a text helps to develop the theme, setting, or plot in a story. For example, explain how this sentence/paragraph supports the overall theme in the story.

Students should determine point of view and explain how the author's choice of who tells the story affects how the story is told or from which position of the conflict it may be told.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to understand the impact of an author's use of language on text. This includes figurative and connotative meanings, sensory words or phrases, and rhymes and other repetitions of sound. Students will identify how word choice affects a stanza, poem, or section of a story. Students will determine how text structure helps to convey key concepts in the text, as well as analyze how an author uses point of view to highlight the differences between the perspectives of various characters in a story.**

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**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Practice Strategy**
Using picture books, short passages, and poems, have students identify figurative and sensory language and explain how these offer evidence of the tone. Provide copies for students to highlight and annotate or a graphic organizer for students to fill out.

**Find the Evidence**
Have students identify, highlight, or copy text evidence that provides details about a character, a setting, or plot events. This is one resource for identifying character traits that could be used.

**Discussion Author's Craft**
Discuss author's craft with your students. Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot. Discuss how they also distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.

**EdPuzzle**
Use Edpuzzle online to add questions to videos you already use. Edpuzzle will stop the video and a question will pop up for students to answer. The scores are saved and teachers can see the results. Questions could be on vocabulary, figurative language, or comprehension of the information.

**Lessons for Analyzing the Structure of Passages**
Using this website there are many different lessons and resources to analyze the structure of passages or poems. When analyzing the structure of passages, below are some question stems to ask or to guide your instruction:

- How does paragraph help to develop the overall meaning of the text.
- How does this sentence (provide the sentence) contribute to the overall theme of the text.

**Determining Point of View**
Students should read short passages (or picture books) from an overhead, or on a handout as a class or in small groups. Next, they should identify the point of view and keywords that told them what point of view the text is.

For diverse learners, display a chart in the room with each point of view, key words, and identifying quotations directly from texts that the class has read. Refer to these often as teaching tools.

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**Instructional Supports for the Model Curriculum**

**Instructional Resources/Tools**

**The Differentiated Classroom:**
*Responding to the Needs of All Learners, 2nd Edition* by Carol Ann Tomlinson – chapters 7 and 8. "Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

**Engage NY**
Using Engage NY students can analyze word choice in a poem, while analyzing the audio and reading and expand the structure of the poem.

| Strand | Reading: Literature |
|---|---|
| *Topic* | *Integration of Knowledge and Ideas* |
| Standards | **RL.6.7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.<br><br>**RL.6.8** (not applicable to literature)<br><br>**RL.6.9** Compare and contrast text in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to analyze how multimedia elements contribute to meaning, tone, mood, or appeal of a text. Students also were expected to compare and contrast the treatment of similar themes and topics in stories in the same genre.**

**Content Elaborations**
The focus of the **Integration of Knowledge and Ideas standards** is to be able to compare and contrast then analyze the experience of reading and listening to multiple texts and media of the same story or multiple texts and media with similar themes and topics.

Students must be able to identify and understand the similarities and differences between listening to and viewing text and/or media as opposed to just reading text alone. For example, read a story (ex: *The Christmas Carol*) and watch the play version of the same story. Students should be able to compare and contrast the two versions, *not in content*, but in how their sensory perception of an event in the written story might not elicit the same effect while watching the play.

Students must be able to understand that authors approach themes and topics in unique ways. They must be able to recognize the presentation of themes and topics, as well as how they vary in different genres of literature. Students must be able to analyze why the author chose a particular format to convey their story.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to compare and contrast a fictional portrayal from texts and multimedia sources with an historical account of the same person or time period in order to understand how authors alter history. Students are also expected to compare and contrast written text to the same story in another medium, such as a film or audio version, to analyze the effects of the techniques unique to each.**

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**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Compare/Contrast**
Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First, students should read the text and record any sensory perceptions (e.g., what they could "see," "hear," "smell," "feel"; emotions the story evoked in certain parts). The students should then watch the movie and do the same as with the text, noting where their perceptions were different and where they were confirmed. This can be done as a written activity or in small groups at the end of the movie. Read Write Think

**Close Reading**
Use a close reading framework to compare two texts on similar topics. Close reading is critically analyzing a text looking at the details and patterns to have a deeper understanding of the text's meaning, craft, and form. Close reading can include using shorter texts and excerpts of published pieces, annotating the text, chunking and rereading the text to only focus on a paragraph or section, and scaffolding the students through discussions and questions for a deeper understanding of the text.

Students who are reading significantly below grade level will benefit from having at least one text below grade level or from being able to listen to the comparative texts read aloud either by an adult, a peer, a recording, or through the computer. All Apple computers have the ability to read text orally through the Edit Menu (Speech, Start Speaking).

**Compare/Contrast Theme**
From ReadWriteThink Compare Martin Luther King's "I Have a Dream" speech to Nikki Giovanni's poem "The Funeral of Martin Luther King, Jr." in order to better understand the speech and its impact. Discuss the theme as a class, and then have students discuss in small groups or pairs how each text deals with the theme, making sure to cite textual evidence to support their answers. These should be shared aloud with the class to allow students who may not have noticed all of the evidence to better understand what evidence is needed for this kind of work. This can be used with any two texts with similar themes or topics.

**Instructional Resources/Tools**

**Reading Quest**
Reading Quest is a website where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., *The Legend of Sleepy Hollow*). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Teachers should be aware to not overuse language (be too wordy) and make stories as visual as possible for both ELL and struggling learners.

**Instructional Supports for the Model Curriculum**

**Artifact Roadshow**
Using this website as a lesson example, students examine a series of primary sources, developing strategies and techniques for analyzing artifacts. Students interpret primary sources to enrich a story.

| Strand | Reading: Literature |
|---|---|
| *Topic* | *Range of Reading and Level of Text Complexity* |
| Standard | **RL.6.10**<br>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to read and comprehend literature, including stories, dramas and poetry at the high end of the grades 4-5 text complexity band, independently and proficiently.**

**Content Elaborations**
The focus of the **Range of Reading and Level of Text Complexity** standard is for students to learn and independently use strategies to break down text that is above their reading comprehension level.

To help teachers match complex, grade-appropriate texts to their students, Appendix A contains a model with three dimensions for measuring text complexity, which is described in the illustration to the right.

To effectively establish the text complexity level, all three dimensions must be used together. The linked documents serve as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

The revised standard places importance on the reader's response to literature: reading for enjoyment and making a variety of connections in order to demonstrate comprehension.

## Overview of Text Complexity

◆**Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



**Next Grade Level Progression Statement**
**In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Marking Strategy**
Self-annotating becomes a "marking strategy" that forces active learning.
Basic: Provide students with a list of annotated cues, keys, or codes (e.g., Q - question, P – prediction, TS – Text-to-Self connection).
Extended version: Students devise a self-annotated guide (encourage students to use their creativity).

Students could collaborate on a Google Doc adding different "Marking strategies" as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial "marking strategies" because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

**Learning Log**
Have students keep a reading journal that includes a section for Connections to What I Already Know so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they've read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create "Companion Reading" lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a "Summer Read Recommendations" activity.

**Literature Circles/Book Clubs**
Four to five students work in groups to discuss literature. Each student has a significant role in the group:
- *Literary Luminary* **-** locates 4 sections of text to share with the group and states the reasons for choosing the selections
- *Discussion Director* - asks questions to increase comprehension
- *Illustrator* - draws a picture of a significant scene from the chapter
- *Vocabulary Extender* - clarifies word meanings and pronunciations. In this role, the person writes how the word was used in the story and looks up each word in the dictionary
- *Connector* - finds connections between the book that is being read and the outside world.

### Instructional Supports for the Model Curriculum

**Question of the Day**
Students would answer a grade level question using their independent reading book. (Questions can be created using state practice test questions as a guide or the two links below). For example, think of an event involving a character in the story and write about how he or she would have handled the situation differently, or compare and/or contrast two of the main characters. Use specific details from the text to support you answer. Use the following stems to develop your own questions: Bloom's Taxonomy Question Stems

**Answer of the Day**
Teacher would supply an "answer" that would revolve around the current learning skills. Students would produce appropriate questions in which the answer would fit.
_Example:_
_Answer of the Day:_ Harry Potter
_Possible Student Questions:_ Who is the protagonist in _Harry Potter and The Sorcerer's Stone?_ or Who is a dynamic character versus a flat/static character.

**Scaffolding Strategies**
Collaborative strategic reading is initially presented to students through modeling and whole-class instruction. As a general comprehension strategy, it is useful for understanding multiple texts and genres. Students apply four reading strategies: _preview_, _click and clunk_, _get the gist_, and _wrap-up_.
- _Preview_ - previewing allows for students to constructively look through the text to generate items of interest or questions.
- _Click and Clunk_ - click and clunk are strategies used during the reading as self-monitoring techniques. Click refers to items that click in a student's prior knowledge while clunk refers to items or concepts a student may not quite understand.
- _Get the Gist_ - students are able to reach a general understanding at this level in their reading.
- _Wrap-up_ - this is an area of self-monitoring refinement; students are able to reach further through metacognition, thinking about their thinking, to deepen their comprehension.

Graphic organizers are used for scaffolding of these strategies as students work in cooperative groups. Scaffolding Comprehension Strategies Using Graphic Organizers (2010) IRA/NCTE.

**Instructional Resources/Tools**

**Making Thinking Visible**
Thinking Routines Harvard's Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

**Instructional Supports for the Model Curriculum**

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. "Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

## READING INFORMATIONAL TEXT STRAND

| Strand | Reading: Informational Text |
|---|---|
| *Topic* | *Key Ideas and Details* |
| Standards | **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br><br>**RI.6.2** Analyze informational text development.<br>    **a.**   Determine a central idea of a text and how it is conveyed through particular details.<br>    **b.**   Provide an objective summary of the text that includes the central idea and relevant details.<br><br>**RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to explain what a text says both explicitly and implicitly. They were to quote accurately from text, determine two or more main ideas of a text, and explain how they are supported by key details. They also were expected to explain the relationship between ideas in a text as well as provide a summary.**

**Content Elaborations**
The focus of the **Key Ideas and Details standards is** the analysis of text. Analysis of informational text is important in that it helps the reader determine the meaning of the passage.

Students should be able to find textual evidence to support what they assert to be the text's central ideas and key details, which have been discovered through textual analysis. The ability to determine what the text says explicitly and implicitly in order to enhance comprehension is crucial.

Students should be able to determine a central idea, along with the details that convey that central idea. In addition, they should be able to use this specific, relevant evidence from the text to support an objective summary. See the Types of Summaries Standard Guidance for more information on writing summaries.

Students should analyze the information that introduces a person, event, or idea in a passage or piece, utilizing examples and or anecdotes from the text.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to continue to cite both implicit and explicit text evidence, determine and analyze a central idea of text, and provide an objective summary of text, along with analyzing interactions between individuals, events, and ideas in a text.**

| Instructional Supports for the Model Curriculum |
|---|

**Instructional Strategies**

**Analyze an Article**
Students read an article and annotate, highlight, or complete a graphic organizer regarding key details in the text that support the central idea. Students should also write a summary of the article and answer a short answer response question including text evidence.

**Side-by-Side**
Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher-level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words.

**Modeling/Peer Modeling**
The teacher uses highlighters of different colors to show an article's central idea and supporting details. Then, students do a different article, sharing their highlighted responses with an "elbow partner." This will allow students to check their detail identification and inference recognition.

**How to Summarize**
Have students read stories close to their individual reading level and have them write summaries about theme. The 5 W's and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with fiction and nonfiction.

**Resources for Adding Text Evidence**
RACE (Restate, Answer the question, Cite evidence, Explain) Students answer all written questions using the parts of the acronym for this strategy as a formula in order to provide support for their answers in a meaningful way. This graphic organizer and grading rubric shows how this strategy can be taught to students to use, edit, and peer edit their work.

**Instructional Resources/Tools**

**Jackie Robinson Unit**
This unit has text dependent questions to use with the text to have students cite evidence and determine the central idea Jackie Robinson

**Summer of Fire Lesson**
Using text from the Yellowstone National Park fires from the summer of 1988, students cite evidence using text dependent questions. Summer of Fire

**Story Map Graphic Organizer -** Read Write Think - Organizer

**Instructional Supports for the Model Curriculum**

**Strategy Guide: Developing Evidence-Based Arguments from Texts**
Using Hillocks (2010) inspired strategies, students become familiar with the basic components of an argument and then develop their understanding by analyzing evidence-based arguments.

**Maggie's Miracle Cart by the Federal Trade Commission**
Students visit a virtual mall and learn to be smarter consumers, while citing evidence. Students learn how to protect their privacy, how to spot and avoid frauds and scams, how advertising affects them, and how they benefit when businesses compete. NY Learns

**Rosa Parks Central Idea Unit**
In this autobiographical unit, students work to identify the central ideas. ReadWorks - Rosa Parks

| Strand | Reading: Informational Text |
| --- | --- |
| *Topic* | *Craft and Structure* |
| Standards | **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.<br><br>**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.<br><br>**RI.6.6** Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to determine the meaning of words and phrases in a grade-level text. Students will compare and contrast the text structure of informational text and analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.**

**Content Elaborations**
The focus of the **Craft and Structure** standards is the understanding that readers create meaning by identifying and understanding an author's style. Author's style is meant to influence, persuade, and stir the reader's feelings about a topic, as well as to provide clarity and to support the meaning of a text.

Students should analyze the texts to determine why the author's words were chosen and what they mean within the text. For this topic, students need an understanding of the words *figurative, connotative,* and *technical meanings.*

Students need to understand different types of text structure. They also must recognize how parts of a text contribute to the development of a text. Readers need to recognize that everything authors include in a text helps to develop the overall structure of a text.

Students should determine perspective and purpose behind writing a text and explain how the author's is conveyed through the information, features, and structure of the text.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to determine the meanings of words and phrases as they are used in text, including the structure the author uses to organize the text and how major sections contribute to the whole. Students will determine an author's perspective or purpose in a text and the author distinguishes his or her position from that of others.**

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Context Clue Strategies**

| Strategies to Identify Unknown Words |
|---|
| *First:*<br>Read the sentences before and after the sentence with the unknown word. Does this help you understand the possible meaning of the word? |
| *Infer Meaning:*<br>Re-read the sentence without the unknown word. Can you still figure out what the author is trying to say? |
| *Synonym / Substitution:*<br>Is there another word that would make sense in its place? (Synonym) |
| *Root word:*<br>Can you identify the **root word** by taking away the prefix or suffix? |
| *Define:* (not an option for the State test)<br>What do you think it means? Look up the word on a device or dictionary. |

**Seussisms**
Insert a "Seussical" word in place of a chosen word in a text then have students use context clues to determine the meaning of the word. Because the invented word has no background significance for the student, they must rely on context clues to determine the meaning. *Example: The children went to the wazamatic to be treated for the outbreak of chicken-pox.*

**Use a Timeline**
Timelines that trace the order of events can demonstrate how one thing fits into the overall structure and development of ideas. Students can answer questions just as they would with a passage or article. This cross-curricular strategy can also be used to provide historical information on a stand-alone topic or to help students to learn background information for a novel.

**Instructional Resources/Tools**

**The Wolf You Feed**
This unit develops students' abilities to read closely for textual details and compare authors' perspectives through an examination of a series of texts about wolves. https://www.engageny.org/resource/grade-6-ela-reading-closely-textual-details-wolf-you-feed

| Strand | Reading: Informational Text |
| --- | --- |
| *Topic* | *Integration of Knowledge and Ideas* |
| Standards | **RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.<br><br>**RI.6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.<br><br>**RI.6.9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to gather information from multiple sources to answer a question, explain how an author provides relevant evidence to support their argument, and use information from multiple texts on the same topic.**

**Content Elaborations**
The focus of **Integration of Knowledge and Ideas** is to be able to compare and contrast then analyze the experience of reading and listening to multiple formats, texts, and media of the same event or multiple texts and media on similar topics.

Successful readers compare and contrast information across texts to gain a deeper understanding of the content. Students will read a text on a topic as well as watch a video or news report on the same topic. They will then use information from both to have an understanding of the information provided in both formats.

Students will read argumentative texts and be able to identify the main parts of an argument (thesis, claim(s), evidence). While reading argumentative texts students can identify if the author's claim is supported by evidence or if it is not.

In addition, students will be able to compare and contrast the events of two texts on the same topic. Students may compare a primary source (ex: memoir of Helen Keller) to a secondary source (ex: biography of Helen Keller). They will be able to explain what is similar and different between both presentations of the same events or same topic.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to compare and contrast a text to a multimedia version to note how each medium portrays information. Students will trace and evaluate an author's argument, as well as analyze how two or more authors write about the same topic, by emphasizing different evidence or interpretations of facts.**

| Instructional Supports for the Model Curriculum |
| --- |

**Instructional Strategies**

**Create A Website**
Students use a graphic organizer to collect the information from different media, develop their list of subtopics or headings, and use that information to create an informational website to share with the class. This would work well with an integrative unit.

**Modeling and Peer Review**
As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, sticky notes, or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group's results and have the class determine the strength/weaknesses of each one.

**Eyewitness Account of Events**
The teacher introduces this lesson by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher's desk, and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may also lead to a discussion about point of view.

**Analyzing Articles**
Analyze two articles to identify the main parts of an argument essay (thesis, claim(s), evidence). Students can highlight each part in a different color. Then students should compare and contrast the two articles on a two-column graphic organizer or Venn diagram.

**Integrating Information from Different Sources**
Students will read an article and watch a news segment on the same topic. They will put the information together in order to gain a better understanding of the topic and describe what happened by using specific details from both texts/sources.

**Instructional Resources/Tools**

Compare/contrast electronic text One website that provides information for and against various topics is Procon

**"Buzz Off" Lesson**
This lesson looks into the pros and cons of genetically engineering mosquitoes so as to stop the spread of tropical diseases like the dengue fever [Lexile 1010] Spotlight on Science

**Instructional Supports for the Model Curriculum**

**Competition Between Wild and Domestic Animals Lesson**
Students collaborate, investigate, and present both pro and con arguments regarding facilities like zoos and circuses. Competition Between Wild and Domestic Animals article

**Informational Text Strategies**
Students will evaluate specific claims in a scientific text, by reading an article, annotating the text, identifying claims, evidence, reasoning, and rebuttals. Informational Text Strategies

| Strand | Reading: Informational Text |
|---|---|
| *Topic* | *Range of Reading and Level of Text Complexity* |
| Standards | **RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to read and comprehend informational text, including literary nonfiction (dramas, articles, poetry, etc.) at the high end of the grades 4-5 text complexity band, independently and proficiently.**

**Content Elaborations**
The focus of **Range of Reading and Level of Text Complexity** is for students to learn and independently use strategies to break down text that is above their reading comprehension level.

To help teachers match complex, grade-appropriate texts to their students, Appendix A contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right. To effectively establish the text complexity level, all three dimensions must be used together. The linked document serves as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to read and comprehend informational text, including literary nonfiction (dramas, articles, poem, etc.) in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

## Overview of Text Complexity

◆**Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.

2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

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## Instructional Supports for the Model Curriculum

### Instructional Strategies

**Pairing Information**
Read articles at varying levels to support works of fiction. For every book, there are non-fiction topics that can be further discussed with short informational articles and news stories.

**Current Event Warm-Up**
Read or watch videos of current events daily and students can write a two-sentence summary or answer a comprehension question. Questions or summary statements could center on occupations involved or related to current events to increase awareness of careers in daily life.

**Weekly Current Event**
Students read newspapers (online or paper format) and fill out a current events graphic organizer to show key information from the text.

**Side-by-Side**
Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words. *Note:* The Side-by-Side strategy may be used to practice the *Notice and Note* strategies in the Beers and Probst book.
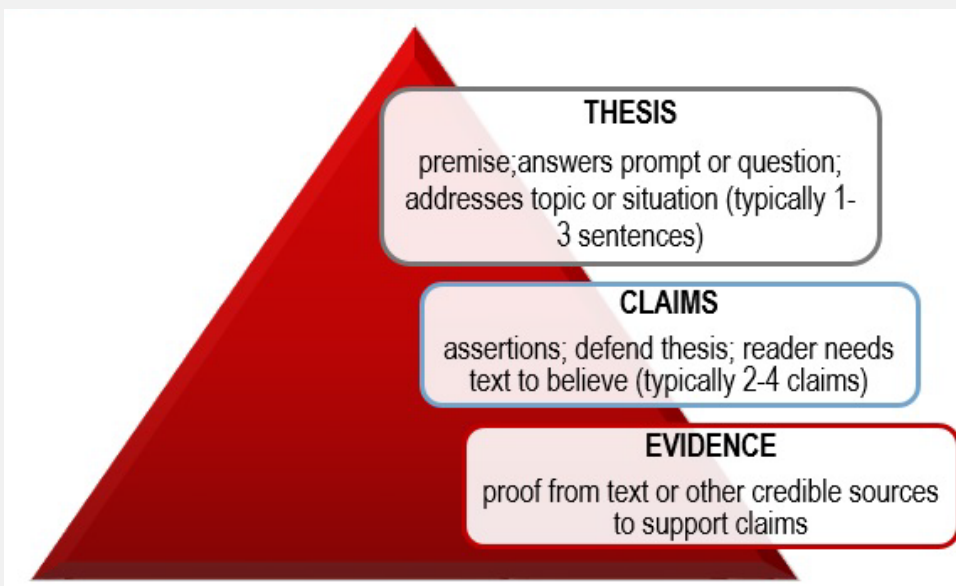
### Instructional Resources/Tools

**Commonlit**
This site provides articles on a variety of topics and Lexile levels. The article can be chunked guiding students through the reading with questions that must be answered to move forward in the selection. Student progress can be monitored and tracked throughout the year.

## WRITING STRAND

| Strand | Writing |
|---|---|
| *Topic* | **Text Types and Purposes** |
| **Standards** | **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.<br>    **a.** Establish a thesis statement to present an argument.<br>    **b.** Introduce claim(s) and organize the reasons and evidence clearly.<br>    **c.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>    **d.** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>    **e.** Establish and maintain a formal style.<br>    **f.** Provide a concluding statement or section that follows from the argument presented.<br><br>**W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.<br>    **a.** Establish a thesis statement to present information.<br>    **b.** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.<br>    **c.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.<br>    **d.** Use appropriate transitions to clarify the relationships among ideas and concepts.<br>    **e.** Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>    **f.** Establish and maintain a formal style.<br>    **g.** Provide a concluding statement or section that follows from the information or explanation presented.<br><br>**W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.<br>    **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.<br>    **b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.<br>    **c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.<br>    **d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.<br>    **e.** Provide a conclusion that follows from the narrated experiences or events. |

| Strand | Writing |
| --- | --- |
| *Topic* | Text Types and Purposes |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to write multi-paragraph opinion pieces supporting a point of view with an introduction, reasons, and supporting details. They also were expected to write multi-paragraph informative/explanatory texts that examined a topic and to write narrative texts that developed real or imagined experience.**

**Content Elaborations**
The focus of **Text Types and Purposes** is the understanding of the craft and development of writing. Writers will develop multi-paragraph arguments and informative/explanatory writing using clear and relevant evidence from credible sources. The evidence should be presented logically so that writers can clarify relationships between and among ideas. In addition, narrative writing should convey real or imagined experiences in a detailed and well-structured event sequence.

Sixth grade is the first year that students are introduced to a thesis statement, so they will require explicit instruction that a thesis statement introduces the topic of an entire piece of writing in one focused sentence. The thesis should appear in the introduction paragraph of an informational and argument writing but does not need to be the first sentence. Students should establish a thesis or thesis statement as a foundation for their argument and informative/ explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details, and/or statistics. Students then explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called *analysis.* See the Establishing a Thesis Standard Guidance for more details about the thesis-claim-evidence structure.



THESIS
premise; answers prompt or question; addresses topic or situation (typically 1-3 sentences)

CLAIMS
assertions; defend thesis; reader needs text to believe (typically 2-4 claims)

EVIDENCE
proof from text or other credible sources to support claims

Writers should explore a debated topic, write a thesis statement, and fully develop their claim and reasons. Writers should maintain a formal style by selecting and using precise and domain specific words. Writers use transitional words and phrases that distinguish writing styles and tones determined by the topic and audience. Writers conclude by leaving the reader with something to take away and think about a different perspective.

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| Strand | Writing |
|--------|---------|
| *Topic* | Text Types and Purposes |

Students will produce writing in order to convey information. Students will review relevant information and concepts and then create a thesis statement. They will develop their writing by including relevant information to support their thesis with transitions that clarify how the information is connected. In order to convey information on the topic more precisely, students may incorporate formatting (headings, etc.) and other visual elements (charts, graphs, etc.) In order to sound like experts on their topic, students will use vocabulary specific to their topic and maintain a formal tone and style.

Writers will create multi-paragraph narratives to develop real or imagined experiences. When writing narratives, they will follow the aspects of literary elements. The narrative should engage the reader by having a clear narrator and making characters come alive using sensory details and descriptions. Writers should use narrative techniques, such as dialogue and description to develop experiences and events in the story. Appropriate transition words should also be used to show time shifts in the story and the events of a story should come to a resolution.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to write multi-paragraph arguments to support claims. They will write multi-paragraph informative/expository texts to convey complex information clearly and accurately. They are expected to write multi-paragraph narratives that develop real or imagined experiences using narrative techniques and precise language. They also should provide a logical conclusion for the narrative.**

**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Think Like a Writer/Read Like a Writer**
Provide a mentor text for writers. This mentor text should be the same writing mode the teacher wants the writer to produce. Have texts available below, at, and above grade level. Give students a task to interact with this text. The writing may be typed on a document on one side with the interaction/thinking questions on the right. This strategy is great to help students understand vocabulary involved with each Writing Mode. This strategy also works as a great mini-lesson during Writer's Workshop. Possible tasks for each writing mode may include but are not limited to the following:

- Narrative: Locate an example of how the writer used dialogue. What strategy did the writer use to hook their reader in the introduction? What descriptive phrases did the writer use to allow the reader to visualize the setting?
- Informative: How did the writer organize the body paragraphs? What are the writer's sub-topics? What sentence reveals the main idea of the writing? What type of evidence did the writer use? Can you locate where the writer used a statistic (fact, quote)?
- Argument: Locate the writer's thesis. Locate the writer's claims. Do the claims support the thesis? Is each claim proven with evidence?

The teacher should create interaction questions with vocabulary that the students have been working on. Students may color code the mentor to text to identify the different aspects. It also may help to chunk the lesson, so students interact with the text in small sections in a short time period for multiple days.

**Using Mentor Texts**
Mentor texts are a great way to teach the three different types of writing. These texts will become exemplars to continually reference back in your mini lessons when teaching new parts of each writing. They will engage students in inquiry, and help them to envision what strong writing looks like. Mentor texts can be short stories, student exemplars, short articles, or even picture books.

Easily log the texts in which the teacher uses by posting them to Google Classroom. The texts can be digitally linked, scanned in, or a Google Doc. The teacher can make annotations and highlighting on the texts to remind students of what you all worked with during class. Different elements of writing could be easily labeled with different colors or fonts. These documents then become live texts that are interacted with whenever needed.

Students should have opportunities to hear/read/interact with mentor texts prior to the lesson when they are being used as exemplars. Or choose selections from texts that they have already used in ELA or other content areas. Also, do not underestimate the value of picture books to be used as exemplars. These are more universally accessible by all students.

**Instructional Supports for the Model Curriculum**

**Argument Talk Protocol**
To introduce argument writing, do an argument talk. Through this activity students will read a short article that has two sides of an argument. They will choose a side and take notes on why they think the way they do. After taking notes students will meet with other students who are on the same side of the argument as they are. They will share their reasoning of thinking their argument is the best. After sharing, students will then meet with someone on the opposite argument for a face off! During this face off each person will have 1 minute to state his or her argument.

When students are facing off they should write down one reason given by the opposing partner. This will become the counter argument. After the first face off students will meet with their side again to discuss what reasons the opposing side gave. They will then figure out a way to create a rebuttal to the other side. Finally, one last face off where students share their counter argument and rebuttal.

Try using a program like Skype or Facetime to complete this activity with students from another school. Some students might benefit from a "warm up" where they do not have to do the arguing for either side, but they do have to listen and record one reason from each side.

**Non-fiction Notebook**
Students read multiple non-fiction texts as mentor texts - informational, explanatory, or argument. Student writers write in their notebooks what they notice that the published authors are doing - strategies, organization, focus etc. Writers then choose their own topic and angle. Writers do a question blitz and write down any questions they may have about this subject. The students will then begin to collect information. Writers then decide based on their collection of evidence and study of mentor authors how they will present their information.

**Analyzing an Argument**
Analyze an article to identify the main parts of an argument essay (thesis, claim(s), evidence, counterclaim(s)). Students can highlight each part in a different color or write each element on a graphic organizer or on a separate piece of paper.

**Designing an Evidence-Based Argument**
This website is a good resource to ensure students can utilize ReadWriteThink interactive Persuasion Map for students to track their topic, development of topic, and evidence. PBS also provides a nice video about argumentative writing, as well as other resources which can easily be created in Google Docs or Google Slide format. *FunEnglishGames* on the web provides an entertaining "game" students can "play" that has the students practice creating arguments and using evidence to support their claim.

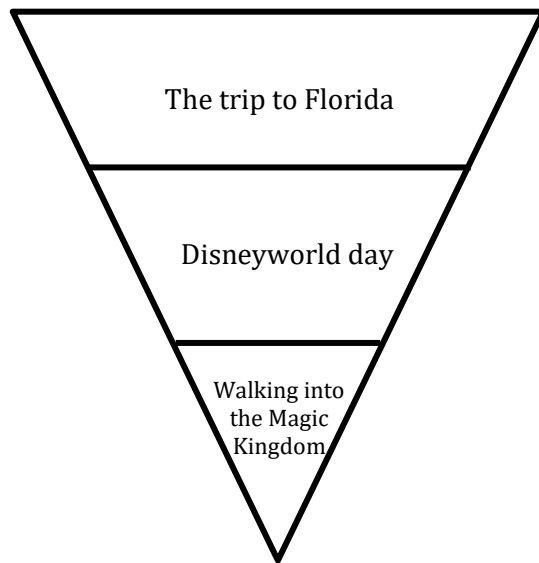**Instructional Supports for the Model Curriculum**

**SPAR**
(**SP**ontaneous **AR**gumentation) is a strategy that helps students practice using evidence and examples to defend a position. Because students are not given much preparation time, SPAR is most effective when students already have background information about a topic. This is typically a social studies strategy used for debate. There are many resources online for setting up the SPAR debate that can be used as an introduction to this writing strategy.

**Using Textual Evidence – Resources for Adding Text Evidence**
RACE (Restate, Answer the question, Cite evidence, and Explain how the evidence supports your answer. Students answer all written questions using this strategy to provide support for their answers in a meaningful way. This graphic organizer Race graphic organizer shows how this strategy can be taught to students to use, edit and peer edit their work.

**Focusing on a Small Moment**
In narrative writing, focusing on a small moment of time instead of a large event helps students write focused narratives. One way to do this is by using an inverted pyramid. At the top, they will put the general topic that they are writing about. This can be the place they were, the time period that they were focusing on, or a person. In the second tier going down they will focus the topic into a smaller chunk. Finally, the third and bottom section will be the smallest moment of this large event.

The trip to Florida

Disneyworld day

Walking into
the Magic
Kingdom

**Instructional Supports for the Model Curriculum**

**A Picture's Worth a Thousand Words: From Image to Detailed Narrative**
Using this website students view an image that tells a story and brainstorm the possible event or situation the image illustrates. Each student then writes a narrative from the point of view of one of the characters, revealing the character's thoughts/feelings and the events that led up to the image or the events that will follow.

**Expanding on Plot of a Narrative**
At the beginning stages of writing a narrative, give students a large piece of paper and five post it notes. On his or her paper, have each student draw a plot mountain. This will be the basic format of their narrative. They will place one post it at each part of the plot. At each of these post-its, student will write down the events of their story.

This frame will help students to generate the ideas of the story and allow teachers to make sure that the plot is full and comes to a resolution. ReadWriteThink provides a nice interactive virtual plot diagram for students to input and graph their own information.

**Instructional Resources/Tools**

**Graphic Organizers from Read, Write, Think.**
Graphic organizers are a great place to start when working on writing. These organizers show a format that students can use to get their thoughts together for the different types of writing in this strand.

**Show Not Tell Lesson - Narrative Writing**
A lesson on using sensory details to show, not tell what is happening in your narrative essay.

**Mentor Texts**
Mentor texts for the three types of writing (narrative, argumentative, informational)

**Argument Writing Lesson**
Argument Lessons are posted on the PBS website.

| Strand | Writing |
|---|---|
| *Topic* | **Production and Distribution of Writing** |
| **Standards** | **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>**W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>**W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to produce clear and coherent writing appropriate to the task, purpose, and audience. They also were expected to revise and edit (with guidance and support from peers and adults) writing when necessary and to use technology to support the writing process.**

**Content Elaborations**
The focus of **Production and Distribution of Writing** is the understanding that writers apply a multi-stage, reflective process that requires revisiting a piece of writing several times in order to publish a polished product.

Writers are able to determine a writing mode necessary to fit the specific task, purpose, and audience. Students will develop and organize their writing to establish a clear focus.

The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity, and coherence of thoughts, ideas, and details. Text should include appropriate grammar and usage as not to interfere with intended meaning.

The appropriate use of technology in producing and publishing writing is important during this grade level. Technology can help the writer research to strengthen and focus his or her topic and provide publishing software to polish the piece. Writers will collaborate with peers and adults throughout the writing process, as they work toward the publication of writing. Writers will increase their familiarity with keyboarding skills in the context of the writing task, typing a minimum of three pages in a single setting.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Students are expected to develop and strengthen writing as needed and address what is most significant for a specific purpose and audience. They also are expected to use technology to produce, publish, update, link, and cite individual or shared writing products.**

| Instructional Supports for the Model Curriculum |
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**Instructional Strategies**

**Graphic Organizers**
Students should use graphic organizers to collect their thoughts as they move through the writing process. These organizers are the skeleton or outline to guide the creation of the final product.
- **Argument graphic organizers:** These organizers should include a progression with space for a thesis, claims, evidence for the claims, and a concluding statement that logically follows from the thesis and claims.
- **Informative/explanatory graphic organizers:** This organizer should start with a topic using a relationship structure, such as definition, classification, comparison/contrast, or cause/effect. Following from that should be the supporting details, including facts, definitions, details, or quotations. Domain specific vocabulary should be included in this section. The last section of the organizer is for the conclusion for the information from the previous sections.
- **Narrative graphic organizers:** The first section of this organizer should include details for the exposition: setting, characters, or narrator. The next section should focus on story development, including the sequence of events, experiences, and time frames. Students can begin thinking about sensory details, dialogue, and figurative language to improve their writing. The final section of the organizer should conclude the story in a manner that is consistent with the details in the earlier sections. Example: Have students draw a picture of their setting as the organizer for a personal narrative; a timeline can be added to the bottom for sequence of events. This basic structure can be used to develop the full narrative.

Graphic organizers either can be shortened/simplified or talked through with an adult and filled in together to prompt creative thinking for students who are reluctant writers.

**Editing Stations**
Multiple stations are set up in the room (or digitally) to address the needs for the specific writing assignment. Some areas universal to writing include CUPS (capitalization, usage, punctuation, and spelling). The teacher would model the use of each station, divide the students into small groups, and move them through the stations. After students self-check in each station, round two begins where they will exchange with a partner and repeat the process with their partner's work.
- *Capitalization:* Students highlight the first letter of each sentence. They correct any capitalization errors found. In Round Two, search for proper nouns/names and use the same procedure.
- *Usage:* Students highlight the subject and verb in each sentence. They check and correct any errors in agreement that are found. In Round Two, check for run-ons and fragments.
- *Punctuation:* Students highlight the end of each sentence, as well as each coordinating conjunction. Punctuation errors are corrected. In Round Two, punctuation changes are suggested to enhance fluency and meaning. This can include sentence combining.
- *Spelling and Vocabulary:* Students will correct the 'red squigglies' highlight and then any other spelling errors they find. In Round Two, students circle at least five dead words for their peer to replace with more concise vocabulary.

| Instructional Supports for the Model Curriculum |
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**Writers Workshop**
Students are given time in class to develop their writing fluency. Class begins with a minilesson (Short teacher led lesson that focuses on a particular skill to strengthen their writing). The skill is based on the standard or the needs of the students. After mini lesson students move into work time. During work time they are working on the skill that was taught in mini lesson to strengthen their writing. During this time they will continue to move through the writing process. While the students are in work time the teacher pulls students to conference with them individually or in a small group to provide feedback on the content of their writing. Remember to focus on what you will be assessing them on. Be sure to leave time at the end of class for share time. Share time can be an exit slip, a whole class share out, or a partner share. Some students would benefit from a visual timer to show how long they need to continue to write.

**Sentence Frames**
Sentence frames are partially completed sentence structures that provide writers with a mental model for constructing sentences using vocabulary for writing arguments. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of ELL's language. Sentence Frame - example

**Sentence Fluency Analysis Sheet**
Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

**Writing Conferences**
Throughout the writing workshop teachers should meet with their students and have conferences about their writing. During writing conferences teachers meet one-on-one with students. Conferences should be short and should occur during class time. They should be a conversation between teachers and students. Students should explain their thinking and talk about their writing. Writing conferences may focus on a specific teaching point within the lesson or the overall writing each student has done. Students who struggle need to be on the conference schedule with the teacher more often than other students.

One way to keep a continuous dialogue with students about their writing is through the integration of utilizing Google Docs. A document in which both the teacher and the student has access allows for the teacher to make annotations/comments on the piece of writing at any time convenient for the teacher. These annotations/comments can then be used as focus points for the face-to-face conferences between students and teachers. This also allows writing pieces to be worked on over breaks from school and the teacher is still easily able to communicate his or her thoughts about the writing.

**Instructional Supports for the Model Curriculum**

**Peer Revision Strategy: PQP: Praise Question Polish**
The PQP (Praise, Question, Polish) revising strategy is appropriate for a second round of revision and editing during which students work with one another.
*Procedure:*
1. The peer editor asks the author what his/her goals were for the paper.
2. A peer editor reads the author's paper (or the author reads it aloud to the editor) and marks parts of the paper that are interesting and confusing using the following codes. • A box is placed around interesting parts. • Underline at least one part that others will enjoy. • Place a ? next to any part that is confusing. Provide specific directions to the student as to what is marked confusing. (i.e., "Did the writer address who, what, when, where and how?")
3. The peer editor praises the author for the positive aspects and questions the author about the confusing parts.
4. The peer editor returns the paper to the author clarifying their suggestions for additions or changes.
5. The author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects not to make a requested or suggested modification, the student should be expected to adequately justify that decision.

**Instructional Resources/Tools**

**The Differentiated Classroom:**
Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. "Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

This a resource for teachers with a wide variety of free printable tools that can be used to support the instruction of writing. The resources are separated into sections for all grade levels: elementary, middle and high school.

**Best Practice Writing Resources**
This is a link to a PDF with many best practice ideas for helping to teach students throughout the entire writing process

**Teaching Channel**
The Teaching Channel offers multiple platforms for educators related to the common core including resources such as teacher videos, strategies, and lesson plans.

| Instructional Supports for the Model Curriculum |
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| **Read Write Think**<br>Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all the resources (including all materials that need to be printed for the lesson), and preparation time frame. The site also provides instructional planning and related resources.<br><br>**Illinois Literacy in Action**<br>This website is a focus on literacy by grade level for teachers, curriculum coaches, and administrators. This site provides the standards with lesson plans and resources. |

| Strand | Writing |
|---|---|
| *Topic* | **Research to Build and Present Knowledge** |
| **Standards** | **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.<br><br>**W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.<br><br>**W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>    a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").<br>    b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "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"). |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to conduct short research projects that use several sources, and recall and gather relevant information from experiences or print and digital sources. Students were to summarize or paraphrase information and provide a list of sources. They also were expected to draw evidence from literary and informational texts to support analysis, reflection, and research.**

**Content Elaborations**
The focus of **Research to Build and Present Knowledge** is the understanding that writers activate prior knowledge and then engage in the process of inquiry and research.

Writers will conduct short research projects to answer a question, using information from multiple sources to gather relevant evidence and details. Writers will evaluate and refocus when the evidence does not support the inquiry.

Writers will gather relevant information from multiple resources (including but not limited to media, interviews, surveys, and observations). They will evaluate this information for accuracy, credibility, and reliability. Writers will provide a basic bibliography of information and sources to avoid plagiarism.

Writers will draw evidence from literary and/or informational text to support their analysis, reflection, or response to reading. When responding to reading standards for literature, students will compare and contrast texts in different forms or genres, and how those texts approach similar themes and topics. When responding to informational standards for informational text, students will be able to trace and evaluate an argument in a text by identifying claims and evidence to support the claims.

| Strand | Writing |
| --- | --- |
| *Topic* | **Research to Build and Present Knowledge** |

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to draw evidence from multiple literary or informational print and digital sources to support analysis, reflection, and research, generating additional related research questions. Students will assess the credibility and accuracy of each source, quoting and paraphrasing accurately, avoiding plagiarism, and following a standard citation format.**

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**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**MISO Method**
Writers should use multiple types of mediums from which to gather their research. Writers should create a list of questions about their topic, which they then organize by which method would be the best to assist them in finding the answers to their questions. The methods include (1) Media- newspapers, maps, text etc., (2) Interviews- capture diverse voices, (3) Surveys- collect diverse ideas and opinions, and (4) Observations- widen your vision.

**Open-Ended Text-Dependent Questions**
Design a series of open ended questions for students to answer based on a topic they must research, such as a historical event (Dust Bowl), famous place (Ancient Egypt), famous person (Rosa Parks), or famous author (Gary Paulsen). Some students will be able to self-select or create their individual topic and question.

Once students have been assigned or selected their topic, they will gather relevant evidence using multiple sources. Students will write a multi-paragraph essay or create a multimedia presentation. Once completed the teacher can use the ODE Informative/Explanatory Writing Rubric - Grade 6-12.

**Learning Styles**
Students will take a learning style assessment provided by the teacher and identify their prominent learning style. After taking the learning style inventory, students research their top two learning styles and determine which a better fit, based on evidence is. They then write an essay describing this to the teacher. Once completed the teacher can use the ODE Informative/Explanatory Writing Rubric - Grade 6-12.

### Instructional Supports for the Model Curriculum

**CARS Strategy**
Students will learn how to evaluate sources on the authority of the author and the publisher by asking questions. CARS. • C - credibility: What about this source makes it believable? • A - accuracy: Is the information provided up-to-date, factual, detailed, exact, and comprehensive? • R - reasonableness: Is the information fair, objective, moderate, and consistent? • S - support: Can the information be supported with the evidence provided?

**Direct Instruction on Plagiarism**
Using real life examples and the website on plagiarism as a reference explicitly, instruct how to correctly cite evidence without stealing someone else's words or ideas.

**A.C.E Procedure**
A - Answer: Teacher (or student) designs a set of questions that require the student to make a claim and justify it. The students will need to cite specific details from the text that "hint" to the answer of the questions. C - Cite Evidence: The student will cite at least two pieces of evidence from the text in order to substantiate the answer given. E - Expand: The student will expand upon his/her answer, explaining how they connected the evidence with the claim made.

**They Make HOW MUCH?**
Students will research a specific occupation which could be done using Ohio Means Jobs within a selected field of their choice or utilizing the Ohio Means Jobs Career Cluster Interest Survey Results. Students will create independent research questions such as, "What is the future job outlook for this profession?", "What type of education, skills and/or technology is needed for this profession?" Students will then present a summary of their research. Once completed the teacher can use the ODE Informative/Explanatory Writing Rubric - Grade 6-12.

**Instructional Resources**

**The Differentiated Classroom:** Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. "Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 can be used for writing centers or stations, writing using learning contracts, and complex instruction.

**Read Write Think**
Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all the resources (including all materials that need to be printed for the lesson), and preparation time frame. The site also provides instructional planning and related resources.

| Instructional Supports for the Model Curriculum |
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| **Illinois Literacy in Action**<br>This website is a focus on literacy by grade level for teachers, curriculum coaches, and administrators. This site provides the standards with lesson plans and resources. |

| Strand | Writing |
|---|---|
| *Topic* | **Range of Writing** |
| **Standard** | **W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**

**Content Elaborations**
Effective writers build their skills by practicing a **Range of Writing**. This standard applies to a variety of tasks, purposes, and audiences. Writers communicate clearly to an audience and adapt the content of their writing to accomplish a particular task and purpose. Writers devote short-term and long-term time frames producing numerous pieces throughout the year in all content areas.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.**

| **Instructional Supports for the Model Curriculum** |
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**Instructional Strategies**

**Explore Writing**
Explore Writing allows students to respond to different types of texts in writing.
**EX** - students gives an example of the genre/author/style
**P** - what is the author's purpose?
**L** - what are the key words/lines/names/places to remember?
**O** - how is the writing organized?
**R** - how can I relate to what I just read?
**E** - what are my ah-has? what questions do I still have?

**Instructional Supports for the Model Curriculum**

**Journals**
Writers respond to daily prompts in their Writer's Notebook. Writers are expected to begin writing upon arrival to class. The writer's response should be a minimum of three sentences and should correspond to the prompt provided.

Students at various levels of proficiency with writing may prefer to choose their own writing paper - blank, wide lines, narrow lines, dotted grid lines, raised lines, etc…. They may need to be encouraged to skip lines when writing to leave room for helping correct spelling and to leave room for editing. Some students still need physical tools for leaving spaces between words to increase legibility. This can be as simple as an extra pencil or a popsicle stick. They may also need to have available various styles of pencil grips.

For students who struggle with keeping their letters aligned to the baseline (making legibility difficult), they may benefit from having the bottom line highlighted. Similarly, students whose writing "drifts" across the page (they don't go far enough back to the left at the start of each new line of writing), they would benefit from highlighting the vertical line on the left side of most notebook paper and then being reminded that their letters need to touch the highlighting every time.

**Two Column Note Taking**
Two-column notes - Notes
Writers need to learn how to take notes with a variety of sources: lectures, text, video, independent & whole group reading, etc. One note taking strategy to help students think about specific content is creating two columns: one side for notes during reading and the other side for clarification after reading. The following are examples of notes taken during active reading: (the first few times using this strategy it should be modeled by the teacher)

- Confusing words/phrases
- Questions that arise in your thoughts
- Drawing a picture instead of using words

The following is a link to a video on two-column Note Taking. Provide students with the format and examples of how two column notes are recorded.

**Free Writes**
Writers are given the opportunity to write for a sustained amount of time on any topic in any format in which they choose (free verse, poetry, letter to the editor, lyrics, etc.). Put students in the frame of mind of being a career-author (use well known references, like J.K. Rowling) and this writing would be their livelihood.

Use visual timers (such as Time Timer - timetimer.com) to show students how long they need to keep writing. Some students may need to know they have to write a set number of sentences before they can stop.

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**Instructional Supports for the Model Curriculum**

**Instructional Resources/Tools**

**Teaching Channel**
The teaching channel offers multiple platforms for educators related to the common core including resources such as teacher videos, strategies, and lesson plans.

**Read Write Think**
Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all the resources (including all materials that need to be printed for the lesson), and preparation time frame. The site also provides instructional planning and related resources.

**Illinois Literacy in Action**
This website is a focus on literacy by grade level for teachers, curriculum coaches, and administrators. This site provides the standards with lesson plans and resources.

## SPEAKING AND LISTENING STRAND

| Strand | Speaking and Listening |
|---|---|
| *Topic* | *Comprehension and Collaboration* |
| Standards | **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. |
| |     **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| |     **b.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| |     **c.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| |     **d.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| | **SL.6.2** 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.6.3** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to engage effectively in a range of collaborative discussions with a variety of partners *on grade 5 topics and texts*, summarize a written text aloud, and summarize information presented in diverse media and formats. Students were also expected to summarize and explain claims made by a speaker.**

**Content Elaborations**
The focus of **Comprehension and Collaboration** is the understanding that by applying and adapting effective listening skills to conversational situations, partners, and teams, students will develop new understandings and knowledge, as well as accomplish goals, and make appropriate contributions.

Partners and teams must act responsibly during discussions by effectively managing their time, cooperating, and contributing to the group process. Discussions may be in the form of a one-on-one teacher and student conference, in small groups for reading group and/or book clubs, and even a teacher-led mini-lesson. When coming to group discussions, students are to be prepared by having read the material required and being able to provide questions and elaborating in detail to help move a discussion forward. Listeners will be able review the key ideas that are explained by their peers. Students should respect each other's opinions and use discussion stems to guide their interaction.

| Strand | Speaking and Listening |
|---|---|
| *Topic* | *Comprehension and Collaboration* |

Effective listeners should focus on and explain information presented in a variety of formats while applying critical listening skills. Diverse media can include video, audio, photo, and primary source documents. Other formats may include charts, tables, graphs, and infographics. Learners will use the information to determine connections to the topic, text, or issue under study.

Building upon previous listening skills, students should be able to outline the argument made by a speaker, including the evidence used to support main points. Students will also be able to evaluate which points are supported by evidence and which are not. Critical listeners learn to paraphrase and summarize a speaker's information, demonstrating understanding of that information. When listeners paraphrase, they express the ideas of the speaker in their own words. When they summarize, they condense the speaker's information by restating it in a few words.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to come to discussions prepared and participate in a range of collaborative discussions. Students will be able to pose questions that elicit elaboration and respond to their peers questions and comments. They are also expected to analyze main ideas and supporting details in media, as well as being able to explain how this helps to clarify the topic they are studying. Finally, students will be expected to evaluate the evidence presented by a speaker and identify if their evidence or reasoning is strong.**

| Instructional Supports for the Model Curriculum |
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**Instructional Strategies**

**Providing a Safety Net/Using a Student Friendly Search Engine**
When students need to research evidence on their own, Google Scholar can narrow their results to only provide educational or scholarly resources. Students can simply type in *Google Scholar* into the Google search box and then choose *Google Scholar*. The direct link can be found here: Google Scholar.

**Discussion Question Stems**
When participating in class discussions (either whole group, small group, or partners) students should respect each other. Using question stems the students will be able to agree and disagree with each other in a respectful way. These will also provide a much smoother process for any discussion that may happen in the classroom.

**Instructional Supports for the Model Curriculum**

**Analyzing Visual Media**
Students are presented digital information in visual form on a daily basis so they need to practice listening comprehension and discerning credible and reliable information. Video resources to use: ProCon- has arguments presented in video formats

**Active Listening - S.L.A.N.T.**
Before a student can delineate a speaker's argument, they need to be taught or reminded HOW to listen. The following acronym can be used to help students to become active listeners. This needs to be modeled and practiced multiple times.

**S** - Sit Up
**L** - Lean In
**A** - Activate Your Thinking
**N** - Note Important Information (what does that look like?)
**T** - Track the Speaker (what do I do if I lose track?)

Students work in teams to create a video for one of the SLANTs (teacher assigns which SLANT a team will do). Students use a free web designing program to upload the video as part of a website (or web page as part of a larger class website on SLANTs) about the SLANT. Students visit the various websites then respond on a discussion post on the website or created by the teacher on the LMS.

**Questioning**
Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas.
- What is the speaker's goal? Is it to educate, to motivate, to persuade, or to entertain?
- What are the claims made by the speaker's argument?
- Were the claims supported by evidence?
- Why is this person delivering this speech? Are they the right person?

**Instructional Resources/Tools**

**Do You Hear What I Hear**
Eight different ways to build students' listening skills How to Improve Listening Skills

**Discussion Strategies for Teachers and Students**
This website provides different strategies for teachers and students to use during classroom discussions. You will find strategies here to ensure students are prepared for the discussion in the classroom.

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**Instructional Supports for the Model Curriculum**

**Video Curriculum**
EdTechTeacher - teaches students to plan, organize, write, communicate, collaborate, and analyze videos.

**Answer Garden**
Tool that allows students to type in answers and share automatically with the class their prior knowledge on any topic. This is an excellent pre- and post- assessment tool, discussion starter, getting to know you tool and can be used for much more. Answer Garden

**Library of Congress**
Library of Congress offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

**Digital Information** Reading Rockets -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

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| Strand | Speaking and Listening |
|---|---|
| *Topic* | *Presentation of Knowledge and Ideas* |
| Standards | **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| | **SL.6.5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| | **SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to report on a topic or text or present an opinion, delivering the ideas logically with relevant facts. Students were expected to include multimedia components in presentations in order to enhance the concepts being presented. Students were also expected to adapt speeches according to the assigned task.**

**Content Elaborations**
The focus of **Presentation of Knowledge and Ideas** is a speaker's preparation and considerations when presenting information.

Effective speakers prepare for a speech by considering audience and purpose. Speakers should think about the needs and interests of the audience and ask themselves the following questions:

1. How much background information about the topic will the audience have/need?
2. What details will my presentation need in order to inform as well as keep my audience interested?
3. Is my presentation logical and coherent?

Speakers should present their claims and findings, organize them in a logical way, and use the most pertinent information. When presenting information speakers should use appropriate eye contact with their audience, appropriate volume, and correct pronunciation.

Including multimedia components in a presentation promotes active audience engagement. Students should be able to use a variety of digital and traditional tools when asked to present information. Students should add graphics, images, music, and sound to clarify information and add interest. Examples of multimedia presentations may include the following: PowerPoint presentations; recording one's self speaking while going through the presentation using a mirroring or screencasting tool; creating a video to engage your audience in your topic.

| Strand | Speaking and Listening |
|---|---|
| *Topic* | *Presentation of Knowledge and Ideas* |

It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.

Speakers should have knowledge of and use formal English, as well as appropriate speaking strategies that will enable them to effectively present for any purpose, situation, or audience. When presenting, speakers should adjust their language and method of delivery based on the needs of the audience. This awareness helps the speaker compose and deliver presentations that are engaging, insightful, and articulated in a clear, concise manner.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to present claims and findings precisely and logically and include digital media that helps to clarify and emphasize various ideas in their presentations. They also are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.**

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**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Tongue Twister**
Students choose or are assigned a short tongue twister. The student prepares by memorizing the tongue twister working on appropriate eye contact, volume, and clear pronunciation. The student performs for a small group while another student records their presentation. The student should repeat the tongue twister multiple times. Students view other videos and peer and self-evaluate on eye contact, volume, and pronunciation.

A checklist may help students stay focused and provide constructive feedback. This strategy may be a great formative tool while students are preparing for a larger, more formal presentation.

**Assessing the Quality of Speech & Body Language**
PBL Presentation Rubric Standards aligned rubric to assess a presentation that includes criteria for each student on a team's use of organization, use of presentation aids, voice, eyes, and body language.

**Instructional Supports for the Model Curriculum**

**Screencastify and Mirroring Tools**
A multimedia presentation tool that may be used is a screen casting (Google app) or mirroring tool (Mac or PC). Using these tools students can record their screen, which shows a presentation and their voice as they speak through their work. This tool may also be used to record the students themselves. Using the front or back facing camera students can record themselves acting out a scene, giving a presentation, or anything they can imagine.

**Multimedia: The Integration of Text, Graphics, Animation, Sound, and/or Video**
Students should have a variety of presentation tools that they feel comfortable with when asked to present information. Here are some examples of these tools:
- Google Docs – Create and edit documents online for free
- Google Slides - Create and edit presentations online for free
- Green Screen by Do Ink- Easy to create incredible green screen videos and photos
- Prezi - Create moving presentations
- Microsoft PowerPoint
- Website Tools - create a website or blog for projects and responses. Examples include Weebly, Google Sites, Wix, Blogger, Kidblog
- Teacher Tips for Better Presentations in the Classroom by Teach Thought

**Presenting for Different Audiences**
When giving projects to students, create different types of audiences for the students to deliver their message. Some examples may include -
- create a sales pitch for a Shark Tank type of audience
- write an argument and present as if you would give the principal of your school, and/or present it to a state organization

Students could use an illustrator program or a generator to create charts and graphs for their pitch. These can then be displayed on a SmartBoard and used interactively during their presentation. If a SmartBoard is not available, iPads or another device could be used in a roundtable setting where students rotate to present their pitch.

**Grandparent Interview**
Students will interview a grandparent and write a news article based upon their interview. They will also do research on historical events to develop questions to be asked during the interview.

**Instructional Supports for the Model Curriculum**

**Impromptu Speeches with Newspaper Headlines**
(Formative Practice Tool)
Gather newspaper headlines that could possibly create an interesting fun speech on the fly. Students will be assigned or choose a headline. Give the student 3-5 minutes to prepare a short speech directed to a specific audience. For example, the student may be asked to prepare a speech for a group of Kindergarten students, a group of parents, or peers. Once the student gives the short speech, peers will provide constructive feedback.

The feedback may be on specific speaking skills, such as eye contact, volume, and pronunciation. Feedback should also be given on word choice and presentation style, as well. The student should be able to explain why they presented in the manner they did based on the assigned audience.

**Socratic Seminar**
This is a discussion format used to analyze a text or multiple texts. Teachers prepare students by posing a "big idea" question (for example-*How does conflict among a society create conflict for characters?*). Teachers provide multiple non-fiction texts that address the essential question. Students prepare for the seminar by critically reading the texts and annotating and/or taking notes in order to prepare for the discussion. During the discussion, the teacher listens to students conversing and only participates in order to get students on task. During the discussion, students pose questions to one another and answer with references from prepared texts. All discussion should contribute to answering the big idea question.

Facing History breaks down this interactive strategy. Prior to using this strategy, modeling and scaffolding should take place in the classroom that addresses asking questions, closely reading the text, annotation/note taking and discussion etiquette. To assess students, create or locate a rubric that includes preparation, knowledge of topic, asking questions, responding to questions, and discussion etiquette.

**Instructional Resources/Tools**

**Read Write Think: Multimedia – Students as Creators**
This lesson introduces students to the genre of multimedia presentations. Working first as a class and then in small groups, students view and analyze sample multimedia presentations and develop a list of characteristics of the genre. Read Write Think - Multimedia

**Debating**
Tips for conducting a Class Debate

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**Instructional Supports for the Model Curriculum**

**ISTE Standards**
The International Society for Technology in Education provides a list of standards for both students and teachers. These standards provide guidance on what teachers and students should do with technology throughout the school year.

**Electronic Messaging**
Read.Write.Think Lesson Idea for Electronic Messaging. This lesson explores the language of electronic messages and how it affects other writing.

**Teaching Channel**
Teaching Channel provides video resources, accompanied by lessons for students that introduce safe, responsible, and meaningful ways to use the internet. Topics include digital footprints, following digital trails and email etiquette.

**Engage New York Lessons**
Engage New York offers multiple lessons to use that connect to the standards in this topic.

**EdPuzzle**
Edpuzzle is a free website for teachers to use. This website will strengthen your students' listening skills. Edpuzzle allows teachers to create an assignment for students using videos. The videos may be found on YouTube, Kahn Academy, or other video services. Teachers can create assignments with multiple choice, voice answer, and short response over different sections of a video. This requires students to be active listeners and learners.

**Adding Visual Media to Presentations**
When creating presentations, students could use the following online resources to add short videos or create their own. Here are video resources to use:
ProCon- has arguments presented in video formats
EdTech Teacher- teaches students to plan, organize, write, communicate, collaborate, and analyze videos
Kid's Vid- helps students and teachers create and produce their own videos

**Digital Citizenship**
Living in a Digital World provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

**Digital Information**
Reading Rockets -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

## LANGUAGE STRAND

| Strand | Language |
|---|---|
| *Topic* | *Conventions of Standard English* |
| **Standards** | **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>   **a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).<br>   **b.** Use intensive pronouns (e.g., myself, ourselves).<br>   **c.** Recognize and correct inappropriate shifts in pronoun number and person.<br>   **d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)<br>   **e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.<br><br>**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>   **a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>   **b.** Spell correctly. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to demonstrate command of the conventions of standard English grammar and usage when writing. They were able to correctly capitalize, punctuate, and spell in their writing. They also were able to ensure commas are used correctly in sentences to separate parts of sentences. Also in this grade, students were to understand the function of conjunctions, prepositions, interjections, and verb tense in sentences.**

**Content Elaborations**
The focus of **Conventions of Standard English** is the understanding that learning and using grade-level appropriate writing conventions and grammatical structures helps students communicate clearly and concisely. Students will understand subjective, objective, possessive, and intensive pronouns. Students will recognize and correct pronoun shifts and vague pronouns that are used incorrectly. With repeated and correct use, students will be able to communicate ideas in writing and express themselves.

Students should use capitalization correctly. They should use punctuation correctly when including nonrestrictive and parenthetical elements in their writing. Students should understand spelling patterns and rules to spell correctly. Students should utilize resources (such as a dictionary or spell check) to check their spelling within written documents.

**Next Grade Level Progression Statement**
**In the next grade level, students are expected to demonstrate command of the conventions of standard English grammar and usage when writing. Students are also able to ensure that punctuation and spelling when writing is correct. Students will focus**

| Strand | Language |
|---|---|
| *Topic* | *Conventions of Standard English* |
| on phrases, clauses, and different types of sentence writing (simple, compound, complex, compound-complex) as well as using commas to separate adjectives. | |

## Instructional Supports for the Model Curriculum

### Instructional Strategies

**Interactive Notebooks**
Students use a notebook to learn the conventions of grammar by keeping all of their information in one notebook. The graphic organizers, colors/highlighting, and various visual information the students work with allow them to retain what they have learned and have a resource for future use.

Some students would benefit from being given fill-in-the-blank style notes for their interactive notebooks. Many students who struggle with reading and writing also have a hard time with visual organization and understanding how notes should be written into their notebooks in a way that is both legible and useful later. Either give specific instructions on how their notebooks should look, including a visual example for the whole class, or have a specific blank format available for students to put into their notebooks and then write on.

You could also have a notebook made of photocopied or printed pages in exactly the style the teacher wants the format to be, helping to ensure that students are able to use the notebooks later for their intended purpose.

In addition, keep in mind that even in sixth grade, some students have a very difficult time writing small enough to fit their words between "college ruled" lines of text. Having an available format for students who write in larger letter is a quick and easy way to make this task less daunting.

**Sentence Diagramming with Manipulatives**
Have students diagram sentences with a variety of manipulatives. Possible manipulatives include yarn to create the diagram with a variety of word cut-outs. Laminated paper placemats may also be a tool where students could Velcro or tape words from sentences. The placemats could be re-used. Magnets may also be a manipulative that could be created from magnet sheets. The sheets would have sentences printed on them with the words cut apart, and students could work through the parts of speech and parts of a sentence by placing them on a magnetic surface (chalkboard, cookie sheet, dry erase board). This activity may work best in small groups to reteach concepts based on weaknesses from an assessment.

| Instructional Supports for the Model Curriculum |
|---|

**Community Detective**
While learning and practicing grammar conventions, students begin looking for errors in the writing of others (ads, books, articles, teacher errors, etc.). The student presents the error with an explanation of the correction and the applicable grammar rule.

**Kinesthetic Diagramming**
Have the students make signs of different words from a sentence. Then have the students get into the order of the sentence. Have them discuss in small groups the different parts of the sentence and parts of speech, emphasizing their function in the sentence.

**Informal Sentence Diagramming**
Students use highlighters and various marks to code the sentence parts that may be present in a mentor sentence or student-generated sentence. They can use paper/pencil, Google Draw, or Word to code sentences. Students will identify sentence parts such as the simple subject; complete subject; simple predicate; modifiers; conjunctions; complete predicate; direct and indirect objects; predicate adjectives and nominatives; phrases; and subordinate clauses.



The whole class will edit their papers on Thursday.
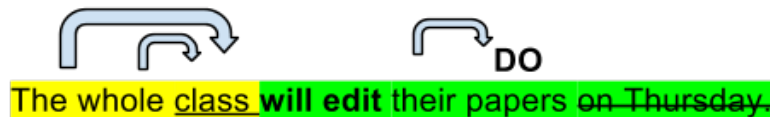
**Editing Stations**
Mini-stations are created, each with a specific area to be addressed in student writing. Students take their own writing selection and check it, making corrections as necessary to improve conventions in their writing. Stations may include, but are not limited to punctuation, spelling, verb agreement, and appropriate pronoun usage. At each location, the grammar rule is reviewed, with examples given and instructions for what the student should look for and correct. Corrections can be color coded for students and teachers to see progression in understanding of conventions.

Some students who really struggle with finding their own mistakes could have the mistakes in their work highlighted by a teacher, and then their task is to edit their own mistakes, rather than to have to find them, also. Some students can be overwhelmed by the number of mistakes in their work, so the teacher could highlight a specific number of errors (say 3-5) in one color, and then the student edits those. Then the teacher switches to another color of highlighters and the student edits those mistakes. Another way to scaffold editing is for the teacher to make the editing marks on the student's work and then the student has to correct the errors based on the indicated mark.

**Instructional Supports for the Model Curriculum**

**Instructional Resources/Tools**

**Teaching Grammar & Mechanics in Writing Workshop**
The professional text *Mechanically Inclined* by Jeff Anderson helps teachers determine how to fold daily grammar instruction into the writing workshop model. It provides examples of anchor charts and handouts that can be added into students' writing notebooks to support grammar learning.

**Write Like This**
Using the book, *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Text* by Kelly Gallagher, students will use real world writing experiences to demonstrate command of convention usage.

**Research-based Expository Writing Instruction**
This site gives students instant feedback and personalized instruction - Quill

**Image Grammar**
Using art, students can explore grammar.

**Mentor Texts for the Parts of Speech**
Students who struggle with identifying the various parts of speech (including pronouns) may benefit from the following picture books that explain each part of speech in an engaging way.
- ***Nouns:*** *Merry Go-Round* by Ruth Heller; *If You Were a Noun* by Michael Dahl; *A Mink, A Fink, A Skating Rink* and *A Lime, A Mime, a Pool of Slime* by Brian Cleary.
- ***Verbs:*** *Bullfrog Pops* by Rick Walton; *Mostly Monsterly* by Tammi Sauer; *To Root to Toot to Parachute* by Brian Cleary.
- ***Adjectives:*** *Many Luscious Lollipops* by Ruth Heller; *The Quiet Book* by Deborah Underwood; *Hairy, Scary, Ordinary* by Brian Cleary.
- ***Adverbs:*** *Slowly, Slowly, Slowly Said the Sloth* by Eric Carle; *Little Owl's Night* by Divya Srinivasan; *Lazily, Crazily, Just a Bit Nasally* by Brian Cleary. Prepositions: *Under, Over, By the Clover* by Brian Cleary.

| Strand | Language |
|---|---|
| *Topic* | ***Knowledge of Language*** |
| Standard | **L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>    **a.**    Vary sentence patterns for meaning, reader/listener interest, and style.<br>    **b.**    Maintain consistency in style and tone. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to expand, combine, and reduce sentences (simple, compound, and complex sentences) and to compare and contrast the varieties of English (e.g., dialects, registers, formal and informal language) used in stories, dramas or poems.**

**Content Elaborations**
The focus of **Knowledge of Language** is its application in oral, auditory, written, or viewed expression.

Students will use proper fluency and appropriate pauses when reading aloud or speaking. When applying writing conventions to written work, students vary sentence patterns and maintain a consistent writing style and tone.

**Next Grade Level Progression Statement**
**In the next grade level, students will apply knowledge of language to understand how language functions, to make effective choices for meaning or style, and to comprehend more fully when writing, speaking, reading, or listening. Students will be able to choose language that expresses their ideas in a clear way, while avoiding wordiness.**

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**Instructional Supports for the Model Curriculum**

**Instructional Strategies**

**Sentence Workshop**
Students choose a sentence that the teacher or a peer has previously pointed out as needing edited, and on the first day, they correct any mechanical, usage, grammar, or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to improve one more aspect of their sentence. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

| **Instructional Supports for the Model Curriculum** |
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**Read Writing Aloud**
Reading their writing aloud helps students revise boring, monotonous sentences. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

Some students get too used to reading their sentences in the order they were written and do not hear the errors. One way around this is to have the student (or their partner) read the sentences from the last sentence to the first sentence. This also helps students understand the importance of ending punctuation because they need to be able to work backwards from the final period to find the beginning of each consecutive sentence.

**Teach Grammar in the Context of Reading**
Use mentor texts. Show students how fiction and nonfiction writers use grammar to communicate clearly and to create their own style. Have students find examples of a grammar rule, such as subject/verb agreement, in a text they are reading.

**Readers' Theatre**
Students use a high interest text (story, poem, speech, or brief article) to read aloud or perform for peers, taking special care to read from punctuation to punctuation, the length of pauses for various punctuation marks, and speaking lines of dialogue in a way that differentiates it from narration.

**Sentence Fluency Analysis Sheet**
Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Example of negative trends may be short choppy sentences, run-ons, sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

**Socratic Seminar**
Socratic Seminars promote thinking, meaning making, and the ability to debate, use evidence, and build on one another's thinking. Socratic Seminar allows students to orally demonstrate understanding of language and its conventions.

**Instructional Resources/Tools**

**Eats, Shoots & Leaves**
Using the book *Eats, Shoots & Leaves* by Lynne Truss, teacher can model to students the importance of commas and also how to correctly use them in their writing.

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### Instructional Supports for the Model Curriculum

**Sentence Structure**
Using a familiar fairytale, students will practice varied sentence patterns.

**Keeping Grammar Weird**
Using kinesthetic activities, students will focus on varied sentence structure.

**Middle School Matters**
This website provides videos, activities and articles on sentence combining.

**Poetry Out Loud**
Using this Tone Map lesson, students will listen to poetry and identify proper tones throughout a poem.

**Creating Musical Scores for Poetry**
Students practice reading poems, focusing on style and tone. PoetryOutLoud

| Strand | Language |
|---|---|
| *Topic* | *Vocabulary Acquisition and Use* |
| Standards | **L.6.4** 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.<br>   **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.<br>   **b.**  Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).<br>   **c.**  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.<br>   **d.**  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).<br><br>**L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>   **a.**  Interpret figures of speech (e.g., personification) in context.<br>   **b.**  Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>   **c.**  Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).<br><br>**L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

**Previous Grade Level Progression Statement**
**In the previous grade level, students were expected to determine or clarify the meaning of unknown words and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. They also were expected to acquire and use accurately grade-appropriate academic and domain specific words.**

**Content Elaborations**
The focus of **Vocabulary Acquisition and Use** is the understanding that a reader's recognition and understanding of an author's choice of words is crucial for comprehension of text.

Knowledge of word origins, word relationships, and reference materials aids in understanding complex words and new subject-area vocabulary. Students will learn grade-appropriate Greek and Latin roots in order to better understand words in their reading and writing. These roots will also help students when they come across a word that they do not know, enabling them to determine its meaning.

| Strand | Language |
|---|---|
| *Topic* | *Vocabulary Acquisition and Use* |

Comprehension also is enhanced when readers understand and interpret figurative language, distinguish between the dictionary meaning and the implied meaning of a writer's words, and recognize nuances in word meaning. Students will be able to understand the connotation and denotation of different words to enhance their writing and understand the author's purpose in using a word.

Students should also gain knowledge in academic and domain specific vocabulary. They will be able to use these words correctly in their speaking, reading, and writing in order to aid in comprehension and in the meaning of what they are creating.

<u>Next Grade Level Progression Statement</u>
**In the next grade level, students are expected to determine or clarify the meaning of unknown and multiple-meaning words and demonstrate understanding of figurative language, word relationships, and nuances in word meaning. They are expected to acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level. They also are expected to demonstrate independence in gathering vocabulary knowledge and will be introduced to grade-level analogies to understand relationships between words.**

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**Instructional Supports for the Model Curriculum**

<u>Instructional Strategies</u>

**Word Observation**
In order to build students' vocabulary, the teacher will write a complex word on the board. This word should include prefixes, suffixes, and/or Greek/Latin roots. First, students will look at the word and write on a post-it what they notice about the word. Then, students share what they notice. The teacher facilitates the observation by breaking apart the word as students identify different parts. The goal of this observation is to have students understand the meaning of the word by breaking apart the word. After the meaning is discovered, students will then write a sentence using the word on a post-it. The sentences will then be shared with other students.

**Word Choice Impact**
This strategy will provide students opportunities to explore word choice and how specific choices impact meaning. Students will define and demonstrate examples of connotations and denotations. The teacher will then demonstrate to students how word choice can impact meaning. Show students the sentence, "Jose walked into the room." Volunteers act out ways that the student in the sentence might enter the room and the teacher models revising the sample sentence's verb. Students then suggest other replacements for the verb in the sentence to increase the specificity explore connotation. Then, students can apply this to their own writing by select words with powerful connotations for their own writing.

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| Instructional Supports for the Model Curriculum |
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**List Group Label**
A vocabulary strategy that engages students in a three-step process to actively organize terms in order to show their understanding of content area vocabulary and concepts. Follow this link for the steps of this strategy.

**Connotation and Denotation Chart**
Students arrange a group of words with similar denotations (interested, obsessed, consumed, absorbed, fascinated, preoccupied, tormented, etc.) and sort words into two columns. One column has a positive connotation, and one column is for words with a negative connotation. Students independently work, and then meet with a partner to compare their interpretations of the words. As an accommodation for students with advanced vocabularies, have them arrange all the words from most positive connotation to most negative connotation.

Many times, higher-level vocabulary words are less familiar and more difficult for students to read. Using QR codes with the oral pronunciation of the word will help students who have trouble reading the words by themselves to independently complete this task.

**Sentence Frames**
Students use sentence frames to guide understanding of the relationships between words. When learning cause and effect, students read the text to themselves, and then verbally share using a sentence frame: _____ happened because _____ happened.

**Use Mentor Texts to Teach Connotation and Denotation**
Use picture books or sentences from current instructional pieces to teach students about word choice and why an author chooses one word over a different word. For example, *The witch (giggled or cackled) as she stirred her brew.* The teacher creates questions based on connotation and denotation. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice strategies to improve word choice in their own writing.

**Use Mentor Texts to Teach Figurative Language**
Use picture books or sentences from current instruction pieces to teach the students how published authors use language for different reasons. For example, the teacher may show how an author uses onomatopoeia to emphasize the sound happening in the book. The teacher creates questions based on figurative language. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice ways to implement the figurative language into their own writing.

| Instructional Supports for the Model Curriculum |
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**Connotation Ladders**
Using paint strips students will create shades of meanings for words that mean the same thing, but may have a positive or negative connotation. Teacher will give students either the extreme positive and/or extreme negative connotation and students will find words that fit in between at escalating levels of connotations.

**Instructional Resources/Tools**

**Word Study Using "Words Their Way"**
Word study introduces students to how words work using patterns and roots. Word study will also help students to spell words better as they learn how words work and why they work the way they do. The book *Words Their Way* is a helpful resource that provides word lists and teaching ideas for each week.

**Text Project - Vocabulary Lessons for Students**
Vocabulary knowledge is the single best predictor of students' comprehension of texts. The reading of complex texts requires that students have rich vocabularies. The two types of reading lessons provided by TextProject—E4 (Exceptional Expressions for Everyday Events) and S4 (Super Synonym Sets for Stories)—support the development of strong and generative vocabularies. Lessons can be found at Text Project.

**Instructional Sequences for Introducing New Words**
Chapters 3 and 5 of *Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan outlines a procedure for introducing new words in a research-based way that encourages student engagement.

**Figurative Language Awards Ceremony**
Students can nominate their favorite examples of figurative language from a variety of texts.

**Mentor Author, Mentor Texts**
Using the activities from the book, *Mentor Author, Mentor Texts: Short Texts, Craft Notes, and Practical Classroom Uses* by Ralph Fletcher, students will interpret figurative language in context.

**Tools for Teaching Figurative Language**
This website helps advanced learners, use a variety of tools and activities involving figurative language.

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# English Language Arts Model Curriculum Update Writing Team

## GRADE 6

| Writing Team Member | District/Organization |
|---|---|
| Valerie Biggam | Olentangy Local |
| Cheryl Bledsoe | Lake Local |
| Kelly Cummings | Lebanon City |
| Tessa Keyes | Oak Hills Local |
| Erica Michalske | South-Western City |
| Sandra Mueller | Wadsworth City |
| Debra Neal | Firelands Local |
| Wendy Nelson | Huntington Local |
| Jennifer Payne | Urbana City |
| Lori Ratschki | Grand Valley Local |
| Christine Schlater | Celina City |
| Lauren Sweeney | Fairfield City |
| Nicole Thomas | Garfield Heights City |

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# English Language Arts Model Curriculum Resource Teams

## DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

| Diverse Learners | Technology | Career Connections |
|---|---|---|
| *Misty Ewry,* Southern Ohio Educational Service Center | *Bryan Drost*, Summit County Educational Service Center | *Teresa Castellaneta*, Millstream Career Tech Center |
| *Bonnie Brown*, Edgewood Middle School | *Rebecca Covey,* Greene County Vocational School District | *Shelly Ackley*, Pioneer Career and Technology Center |
| *Kathryn Browne,* Warren County Educational Service Center | *Stacy Falcone,* Piqua City Public School District | *Charmayne Polen*, Trumbull Career and Technical Center |
| *Carol McKnight*, Strongville High School | *Jennifer Csiszar*, Berea City Public School District | *Brecka Russo,* Joint Vocational School District |
| *Karen Powers,* Talawanda High School | *Judith Tucker*, Northwest Ohio Educational Technolgy | |
| *Tammy Dreisbach*, Millersport Elementary School | *Susan Holland,* STEM Education Consultant | |
| *Meghan Turon*, Cardinal High School | | |
| *Marcia Wolford,* Gateway Middle School | | |
| *Judith Jones*, Olentangy Shanahan Middle School | | |
| *Karen Cox*, retired | | |