

## Winchester ELA Curriculum Grade 6

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 6		
<b>Unit of Study</b>	Unit 3: Tapping the Power of Nonfiction (Gr. 6-8 Book)/Research-Based Information Writing: Books, Websites, and Presentations (Book 3)		
<b>Pacing</b>	<p>December - Mid January</p> <p>The reading &amp; writing topics unfold over 20 &amp; 18 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
<b>Unit CT Core Content Standards</b>			
<b>Reading Foundational Skills</b>			
N/A			
<b>Reading: <u>Literature</u> and <u>Informational</u></b>	<b><u>Writing</u></b>	<b><u>Speaking/Listening</u></b>	<b><u>Language</u></b>
<p><a href="#">RI.6.1</a> Cite textual evidence to support explicit/ inferences</p> <p><a href="#">RI.6.2</a> Determine central idea summarize the text distinct from opinion/judgment</p> <p><a href="#">RI.6.4</a> Meaning of words, connotative, figurative, technical</p> <p><a href="#">RI.6.5</a> Explain how a segments fits in overall structure</p> <p><a href="#">R.I.6.6</a> Determine point of view and how conveyed</p>	<p><a href="#">W.6.2</a> Informative text examine topic, convey ideas through selection, organization, analysis of relevant content</p> <p><a href="#">W.6.7</a> Short research using several sources, refocusing inquiry where appropriate</p> <p><a href="#">W.6.8</a> Recall experiences or gather information from print or digital, assess credibility, summarize, paraphrase, avoid plagiarism, compile bibliography</p> <p><a href="#">W.6.9</a> Draw evidence to</p>	<p><a href="#">SL.6.1</a> Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas</p> <p><a href="#">SL.6.3</a> Delineate a speaker's arguments and claims and distinguish un/supported claims</p> <p><a href="#">SL.6.4</a> Present claims/findings, using logically sequenced facts/details with eye contact, volume, clear pronunciation</p> <p><a href="#">SL.6.5</a></p>	<p><a href="#">L.6.4</a> Determine/clarify meaning of unknown/multiple meaning words, Greek/Latin affixes and roots, reference materials for pronunciation and precise meaning</p> <p><a href="#">L.6.6</a> Acquire and use accurately academic/ domain-specific words</p>

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	support analysis, reflection, research	Add multimedia components to clarify as appropriate	
<b>Essential Questions</b>		<b>Corresponding Big Ideas</b>	
<ol style="list-style-type: none"> <li>1. How do I powerfully read information/nonfiction text in order to learn more?</li> <li>2. How do I write effective and powerful informational texts to teach readers?</li> </ol>		<ol style="list-style-type: none"> <li>1. Readers immerse themselves in a subject by seeking out and reading whole books, articles, websites and academic videos. To build their knowledge, readers use skills such as: discerning central ideas, summarizing, synthesizing within and across texts, building vocabulary, growing ideas, and reading critically to question the author's point of view and perspective.</li> <li>2. Well-written informational text involves researching, drafting and improving writing by incorporating many accurate sources of relevant information, details and quotes into a structure with appropriate text features. Writers edit and revise work, reshaping it into an informational website or digital presentation form to reach additional readers.</li> </ol>	

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Reading Bends	Writing Bends
<p><b>Bend 1:</b> In this bend, students read information/nonfiction chapter books in book clubs. To tackle the challenges of reading longer nonfiction books, students will learn to read the front matter in nonfiction chapter books, get an initial sense of their texts' central ideas and revise those ideas in light of new information. Students consider the ways in which embedded stories fit with the central ideas and develop their own ideas and questions to spark rich conversation in book clubs. Students self-assess their practice using anchor charts and set goals for reading.</p> <p><b>Bend 2:</b> Students work in research groups to study nonfiction topics they select based on a small set of options you provide. When studying a new topic, students, like researchers, preview texts, notice and understand vocabulary critical to the topic, summarize texts to understand and retain central ideas, and synthesize across texts to determine how the new information they are learning fits with, extends or contradicts what they already know. Students learn to conduct additional research when they encounter something unfamiliar in their texts. The bend ends by inviting students to curate their own text sets on a topic, which can then become the start text sets used by the new research groups in Bend 3.</p> <p><b>Bend 3:</b> In this bend, students research a new topic in their research groups. Students will transfer and apply earlier learning about researching to their new topics. Students explore strategies to overcome challenges of reading online articles, interactive text features and videos, and students practice reading critically by discerning an author's point of view and whether a text is trustworthy. To celebrate, students create and deliver their own TED-style talk that capture key points related to their topic.</p>	<p><b>Bend 1:</b> In this bend, students write research-based informational essays. In this case, it is suggested that students explain the important ideas related to the whole-class topic of teen activism. If you prefer not to use that topic, know that the unit has been designed so that it can be easily adapted to work with other topics as well, say a topic students are studying in Social Studies or Science. This bend helps students to gain a big picture of a topic, uncover key points and draft an informational essay.</p> <p><b>Bend 2:</b> Students choose an issue to write about - such as the fight against child labor or the campaign for the preservation of the environment - by following a trail of research. Students learn to strengthen their credibility by incorporating solid evidence into their writing, including accurate quotes, supportable facts, and clear statistics. Students elaborate on key points with concrete details and refine writing using complex sentences and text features. The bend ends with a book exhibit tour, where students study each other's books and share feedback as a writing community.</p> <p><b>Bend 3:</b> This bend develops writer's skills to be able to share their knowledge on a digital platform. Students spend time studying digital mentor texts, deciding whether to publish in the form of websites or slideshow presentations. Students decide which information is most important and how to frame their work for delivery in multiple formats, including visually. Students revise as they work and unveil their work to a select online community, promoting awareness and activism for the issues they've chosen.</p>

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Teaching Points	
Reading	Writing
<p><a href="#">Planning Tool: Teaching Points from <i>Tapping the Power of Nonfiction</i></a></p> <p><a href="#">Read-Aloud Pacing Guide</a></p> <p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Orient yourself to information/nonfiction texts by generating questions and ideas</li> <li>2. Think about significant ideas to prepare for rich conversation</li> <li>3. Determine a text’s central ideas (e.g., notice important details, look across details, and ask: “How do these details fit together?”)</li> <li>4. Rethink initial ideas based on new evidence</li> <li>5. Pay attention to stories in information/non fiction texts to determine</li> </ol>	<p><b>Bend I:</b></p> <ol style="list-style-type: none"> <li>1. Research and gather information quickly</li> <li>2. Review a wide variety of sources to learn about a subject (Ask: “What patterns do I notice? What are the important things to say about this overall topic?”)</li> <li>3. Analyze how information fits into topic</li> <li>4. Use a structure to draft an essay</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>5. Identify focused subtopics to extend research</li> <li>6. Plan to use or combine text structures in an information book</li> <li>7. Use and connect information (quotations, facts, anecdotes, and numbers) with ideas and transitions</li> </ol>

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<p>how they carry an author’s central ideas</p> <ol style="list-style-type: none"> <li>6. Trace how ideas are developed across a text (e.g., notice ideas, events and people and ask: “How might this part fit with what came before?”)</li> <li>7. Self-assess and set goals</li> </ol> <p><b>Bend II:</b></p> <ol style="list-style-type: none"> <li>8. Build background knowledge when you encounter a new topic</li> <li>9. Use all you know about reading information/nonfiction texts to read with more skills</li> <li>10. Summarize complex texts</li> <li>11. Synthesize learning across texts (e.g., as when reading new information on a topic, ask: “Does this fit with, extend, or contradict what I’ve read earlier?”)</li> <li>12. Look to other texts to help you deepen comprehension of a topic</li> <li>13. Identify, understand and use the vocabulary of the topic</li> <li>14. Develop ideas about texts and theories about topics</li> <li>15. Curate a selection of texts to share</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>16. Make a plan for new research projects and put that plan into action</li> <li>17. Student inquiry: What are the biggest challenges we face when research online? How do we solve these challenges?</li> <li>18. Determine the author’s point of view and the techniques used to advance it</li> <li>19. Analyze contradictory texts and determine which information is more trustworthy</li> <li>20. Celebration</li> </ol>	<ol style="list-style-type: none"> <li>8. Research to gather specific information</li> <li>9. Write with vivid, concrete details</li> <li>10. Write more complex sentences</li> <li>11. Student inquiry: What are the kinds of text features that information writers include? What is each one used for?</li> <li>12. Rehearse, draft, and revise chapters mentally before writing</li> <li>13. Use meaningful quotations with a purpose</li> <li>14. Peer feedback, reflection and goal setting</li> </ol> <p><b>Bend III:</b></p> <ol style="list-style-type: none"> <li>15. Study mentor digital texts</li> <li>16. Adapt work to a digital format (Ask: “Out of all that I know, what’s the most important to share <i>right here, right now?</i>”)</li> <li>17. Publish in a digital form</li> <li>18. Celebration</li> </ol>
<b>Word Study Topics</b>	

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### [Words Their Way Scope and Sequence](#)

This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.

When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way [Words Their Way: Word Study in Action](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

### **Evidence of Learning - Assessment**

[TC High Leverage Reading Assessment](#)

*\*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

### **Smarter Balanced Assessment Resources**

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Explanatory Performance Task Writing Rubric](#) (Grade 6-11)

[Smarter Balanced Argumentative Performance Task Writing Rubric](#) (Grade 6-11)

### **Smarter Balanced Interim Blocks**

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

### **Unit-aligned Smarter Balanced Interim Assessment Block (IAB)\*:**

**IAB - ELA Grade 6-Read Informational Text and IAB-ELA-Grade 6-Research-**

[CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

*\*Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks*

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<p><i>have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the <a href="#">Style Guide</a>, will support the creation of unit- and standard-aligned items for instructional use.</i></p>		
Pre/Post Assessment		Additional Evidence of Learning
<p>Reading:</p> <ul style="list-style-type: none"> <li>● <a href="#">Information Reading Learning Progression - Grade 6</a>*</li> </ul> <p>Pre-assessment - You might give a brief performance assessment to your students, perhaps highlighting one skill that is critically important within the unit. You could develop a question tied to a skill, choose a short nonfiction text, where students can practice the skill, and then set aside 15 or 20 minutes for an assessment. For example, you might ask, “What are the central ideas of this text? How does the author convey central ideas?” and then give students an excerpt from <i>Fast Food Nation: The Dark Side of the All-American Meal</i> to read and determine central ideas of.</p> <p>Post-assessment - You might set students up to share their knowledge about the topics they’ve been researching through TED-style talks. Students might revisit their notes to prepare a 4-5 minute talk that highlights central ideas, includes key details, etc. See online resources for Session 20.</p> <p>Writing:</p>	<ul style="list-style-type: none"> <li>● Running Records if students are reading below <a href="#">benchmark</a></li> <li>● <a href="#">WPM rate benchmark chart</a></li> <li>● <a href="#">Information Reading Learning Progression</a>*</li> <li>● <a href="#">Learning Progression for Information Writing</a>*</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● Observation of small group work</li> <li>● <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>● <a href="#">Daily reading log sheet</a></li> <li>● <a href="#">Exit tickets</a></li> <li>● <a href="#">Homework</a> for each session may be used as formative assessment</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Writing process drafts</li> <li>● Conferring notes</li> <li>● <a href="#">Information Conferring Scenario Chart</a>*</li> <li>● Observation of small group work</li> <li>● Student work: One or more student work samples for each writing session*</li> <li>● <a href="#">Information Writing Checklist</a>*</li> <li>● <a href="#">Checklist: Questions to Ask Yourself as You Edit</a>*</li> </ul>

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<ul style="list-style-type: none"> <li>● Pre/Post <a href="#">On-Demand Performance Assessment Prompt*</a></li> <li>● <a href="#">Information Writing Checklist*</a></li> <li>● <i>Writing Pathways</i> performance assessments for Information*: <ul style="list-style-type: none"> <li>-<a href="#">writing rubrics</a></li> <li>-<a href="#">student writing sample</a></li> <li>-<a href="#">writing developed through the progression</a></li> </ul> </li> </ul>		
<b>Learning Plan</b>		
<b>Researched-based Instructional Resources and Methods</b>		
<p>The reading and writing workshop model is a <a href="#">researched-based instructional model</a>.</p> <p>See <i>A Curricular Plan for the Reading Workshop, Grade 6</i> by Lucy Calkins &amp; Colleagues from TCRWP, 2011, Heinemann and <i>A Guide to the Writing Workshop: Middle School Grades</i> included with the series component bundle for writing.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study in Argument, Information and Narrative Writing</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> <li>● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link</li> <li>● the architecture of a conference and small group work: mid-workshop teaching</li> <li>● share/whole group processing</li> <li>● setting up and Provisioning the Writing Workshop</li> </ul> <p>The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
<b>Anchor Charts</b>		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
<b>Reading</b>	<b>Writing</b>	

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<p><i>To Make the Most of Your Nonfiction Chapter Books</i>  <a href="#">Color</a> / <a href="#">B&amp;W</a>  <i>To Research a New Topic...</i>  <a href="#">Color</a> / <a href="#">B&amp;W</a></p>	<p><a href="#">Anchor chart: Power-Learning and Note-Taking</a>  <a href="#">Anchor chart: Writing Information Texts Well</a>  <a href="#">Writers of Informational Texts Aim Toward Goals Such As . . .</a>  <a href="#">Writers of Informational Texts Use Techniques Such As . . .</a></p> <p>You may use anchor charts used in previous units on the topic of editing, such these samples:</p> <p>“Ways Punctuation Helps Sentences Be Clear”</p> <ul style="list-style-type: none"> <li>● Colons signal a list of explanation.</li> <li>● Parentheses provide a place to insert extra information.</li> <li>● Dashes point toward examples or more information.</li> <li>● Commas separate items in a list.</li> </ul> <p>“Information Writers Use Quotations”</p> <ul style="list-style-type: none"> <li>● To bring a person to life, conveying something that only that person’s own words can convey</li> <li>● To show the writing is research-based, evidence-based</li> <li>● To highlight a piece of information</li> <li>● To accentuate a central idea</li> <li>● To offer more perspectives on the information</li> </ul>
<b>Instructional Moves</b>	
<p>Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
<b>Possible Student Challenges</b>	<b>Teacher Moves</b>
<p>Determining the central ideas and themes of a text</p>	<ol style="list-style-type: none"> <li>1. Ask students to generate all possible ideas and themes after skimming and scanning the text; then determine which of them the text most fully develops.</li> <li>2. Tell students to figure out which words, phrases, or images recur throughout the text that might signal they are the central idea.</li> <li>3. Complete a think-aloud with students when working with new or complex texts to model the questions you ask and mental moves you make as an experienced reader of this type of text to make sense of it.</li> </ol>
<p>Providing an objective summary of the text</p>	<ol style="list-style-type: none"> <li>1. Develop with students a continuum of</li> </ol>

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	<p>importance to help them learn to evaluate which details are most important to include in a summary.</p> <ol style="list-style-type: none"> <li>2. Have students study models of effective (and ineffective) summaries.</li> <li>3. Provide sentence stems typical of those used to summarize this type of text (In ____, Author X argues that ____.)</li> </ol>
Prepare for an participate in conversations	<ol style="list-style-type: none"> <li>1. Send them home with specific questions to investigate - through research, reading or just reflection - prior to a subsequent discussion the following day about that text or topic.</li> <li>2. Model for students how to participate in the specific conversation for which you want to prepare them; this may involve sitting with one or more students and demonstrating how, for example, to discuss or respond to classmates' writing.</li> <li>3. Provide students with sentence templates that provide them with the language needed to enter the discussion (e.g., <i>I agree with what Maria said about ____, but disagree that ____</i>), or generate with them the sorts of questions they should ask when discussing a particular text or topic.</li> <li>4. Review the conventions, rules, roles or responsibilities that apply to a specialized discussion strategy (e.g., literature circles, Socratic dialogue, or great book discussions).</li> </ol>
Plan prior to beginning to write	<ol style="list-style-type: none"> <li>1. Provide opportunities for generative conversations about the text, topic, or task <i>before</i> they begin to write about it; if possible, have them capture all ideas on posters, whiteboards, sticky notes, or other means, and then post them to an online site they can access later for further reference or even addition.</li> <li>2. Expose students to a range of planning strategies - mapping, outlining, sticky notes or index cards, apps, or features of Microsoft Word or Google documents you use - and then let them choose the one or</li> </ol>

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	ones that suit their ways of working best.
Draw evidence from informational texts to support writing	<ol style="list-style-type: none"> <li>1. Require students to develop a guiding question that gives them some means of evaluating the content of any source they read for useful evidence; without any such question to guide them, readers will have not basis on which to evaluate the example, findings, data or quotations for possible use.</li> <li>2. Define and illustrate for students what <i>counts</i> as “evidence” so they know what it looks like and, thus, what to search for; this is particularly important for students learning to assess primary sources and other text types such as multimedia and infographics.</li> <li>3. Requires students to annotate or code the texts they read with an eye toward using different elements as evidence in a subsequent paper; thus, for example, the teacher might show them how to put a Q in the margin to indicate upon reading later, the location of a possible quotation worth using; those using tablets can tech student show to use digital tools to annotate, search texts for specific words, and capture images for future use.</li> </ol>
<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	
*Included in Heinemann Online Resources for Unit	
<b>Reading</b>	<b>Writing</b>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Read-Aloud Texts</b>  <i>Fast Food Nation: The Dark Side of the All-American Meal</i> by Eric Schlosser  <a href="#">Read-Aloud Pacing Guide</a></p> <p><b>Demonstration Texts</b>  “The Battle Over GMOs” by Alessandra Potenza (Online resources Sessions 8, 9, 10, 12, 14, 19)  “Scientists Make a Better Potato” by Keith Ridler (Online resources Session 18)  “Labels for GMO Foods Are a Bad Idea” (Online resources Session 18)</p>	<p><b>Mentor Text</b>  “Malala the Powerful” article by Kristin Lewis (Refer to CD-ROM Sessions 7, 11)*</p> <p><b>Exemplars</b>  Teacher writing exemplar: Teen activists (Refer to CD-ROM Session 4)  Teacher writing exemplar: Malala, Version 1 (Refer to CD-ROM Session 7)  Teacher writing exemplar: Malala, Version 2 (Refer to CD-ROM Session 7)  Teacher writing exemplar: A Global Issue (Refer to CD-ROM Session 9)  Teacher writing exemplar: Girls Denied Education (Refer to CD-ROM Session 11)</p>

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<p>“Seeing Red: The Flavr Savr Tomato” video clip (Online resources Sessions 11, 19) “What’s a GMO?” (Kids Right To Know website) (Online resources Session 19)</p> <p><b>Suggested Texts and Resources</b> <a href="https://newsela.com/">https://newsela.com/</a> <i>Quiet Power: The Secret Strength of Introverted Kids</i> by Susan Cain with Gregory Mone and Erica Moroz <i>World Without Fish</i> by Mark Kurlansky <i>The Omnivore’s Dilemma: The Secret Behind What You Eat, Young Readers Edition</i> by Michael Pollan <i>Julius Caesar: Dictator for Life</i> by Denise Rinaldo <i>Chew On This: Everything You Don’t Want to Know About Fast Food</i> by Eric Schlosser and Charles Wilson, young readers’ edition of <i>Fast Food Nation</i> <i>Bomb: The Race to Build—and Steal—the World’s Most Dangerous Weapon</i> by Steve Sheinkin <i>The Port Chicago 50</i> by Steve Sheinkin <i>Courage Has No Color</i> by Tanya Lee Stone <i>I Am Malala: How One Girl Stood Up for Education and Changed the World</i> (Young Readers Edition) by Malala Yousafzai and Patricia McCormick</p> <p><b>Nonfiction Series</b> What Was...? series What Was Hurricane Katrina? by Robin Koontz What Were the Twin Towers? by Jim O’Connor</p> <p><b>Videos</b> <i>Super Size Me</i>, documentary film directed by and starring Morgan Spurlock “The Danger of a Single Story” by Chimamanda Ngozi Adichie (TED Talk, July 2009) “Ancient wonders captured in 3D” by Ben Kacyra (TED Talk, July 2011) “How pig parts make the world turn” by Christien Meindertsma (TED Talk, July 2010)</p> <p><b>Book Club Research</b> The online resources for this unit have text sets for these topics: atomic bombs, the Titanic, teen activism, climate change, genetic engineering, diseases and illnesses, and outer space exploration</p>	<p>Teacher exemplar: Digital slideshow presentation (Refer to CD-ROM Session 15)</p> <p><b>Additional Texts and Resources</b> Starter Packet Text Set (Refer to CD-ROM Session 1) Teen activist links to video clips (Refer to CD-ROM Session 1)* Text set: Abandoned pets (Refer to CD-ROM Session 5)* Text set: Bullying (Refer to CD-ROM Session 5)* Text set: Child labor (Refer to CD-ROM Session 5)* Text set: Environment (Refer to CD-ROM Session 5)* Text set: Malala and Girls’ Education (Refer to CD-ROM Session 5)* Digital Mentor Webpage and Presentation Text Sets (Refer to CD-ROM Session 15)</p> <p><b>Suggested Texts and Resources</b> “Your PowerPoint Presentation: Developing an Effective Design” article by Mary-Lynn Chambers, <a href="http://writingcommons.org">writingcommons.org</a> <i>Crafting Digital Writing</i> by Troy Hicks Hickstro blog by Troy Hicks, <a href="http://hickstro.wikispaces.com/">http://hickstro.wikispaces.com/</a> <i>The Teen Guide to Global Action</i> by Barbara A. Lewis* <i>The Non-Designer’s Design Book</i> by Robin Williams*</p>
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<p>(Online resources Session 8)</p> <p><b>Resources for Teachers</b>  <i>A Guide to the Reading Workshop: Middle School Grades</i> by Lucy Calkins and Mary Ehrenworth  <i>Middle School Reading Units of Study: A Deep Study of Character</i> by Mary Ehrenworth  <i>TCRWP Classroom Libraries (Grades 6-8), Nonfiction Book Clubs Shelf</i>, curated by Lucy Calkins, Mary Ehrenworth, Heather Michael, and Colleagues          “You Can’t Learn Much from Texts You Can’t Read” by Richard Allington  <i>Summer Reading: Closing the Rich/Poor Achievement Gap</i> edited by Richard Allington and Anne McGill-Franzen          Talk Like TED: The 9 Public-Speaking Secrets of the World’s Top Minds by Carmine Gallo          “What is transfer?” by Grant Wiggins (Big Ideas e-journal, March 27, 2010)</p>	
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b>          Internalize reading behaviors (preview, make predictions, anticipate)          Monitor for sense and re-reading          Process the text          Whole-class book talk</p> <p><b>Read-Aloud process:</b>          Before You Read (introduce book, title, author, wonder about the title)          As You Read (look at pictures, read with prosody, retell)          After You Read (whole class book talk)</p> <p><b>Shared reading goals</b>          Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b>          Introduce the book and key concepts          Cross-checking sources of information          Word Study          Fluency</p>	
<b>Vocabulary</b> *Vocabulary identified in <a href="#">Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</a>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>

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<p>accurate/inaccurate information*</p> <p>analyze/analysis*</p> <p>background knowledge</p> <p>contradict/contradictory</p> <p>context</p> <p>credible source*</p> <p>curate</p> <p>discern/discerning</p> <p>elaborate/elaboration of ideas*</p> <p>inquiry</p> <p>lingo</p> <p>orient</p> <p>source(s)*</p> <p>subtopic</p> <p>synthesize</p> <p>trace</p> <p>trustworthy</p>	<p>anecdote</p> <p>central idea*</p> <p>digital mentor text</p> <p>essay*/information essay</p> <p>key concepts</p> <p>key detail*</p> <p>mental picture (writing)*</p> <p>quotation/quoting*</p> <p>point of view</p> <p>problem-solving mindset</p> <p>relevant supporting</p> <p>evidence/reasons/details/information*</p> <p>research*</p> <p>summarize*</p> <p>text features</p> <p>text structures*</p> <p>trail of research</p> <p>transitions/transition words and phrases*</p>
<b>Suggestions for Differentiation, Scaffolding and Intervention</b>	
<p><a href="#">CT Dept. of Education Evidence-based Practice Guides</a> – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p> <p>Use individual student performance data to inform intervention in small group and conferring work.</p> <p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and <a href="#">online resources</a></p> <ul style="list-style-type: none"> <li>● There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the <i>Up the Ladder</i> series are shorter and simpler than those in the writing Units of Study.</li> </ul> <p><a href="#">Effective Intervention Strategies for Teachers</a></p> <ul style="list-style-type: none"> <li>● Use grouping</li> <li>● Use feedback, reinforcement and recognition</li> <li>● Use similarities and differences</li> <li>● Use advanced organizers such as graphic organizers</li> <li>● Provide feedback</li> <li>● Use summary and note taking</li> <li>● Use hands-on, non-linguistic representations</li> </ul> <p><a href="#">Meeting Students’ Needs Through Scaffolding</a></p> <ul style="list-style-type: none"> <li>● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text</li> <li>● Chunk long readings into short passages (literally distributing sections on index cards, for</li> </ul>	

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example), so that students see only the section they need to tackle

- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

#### Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

#### Assistive Technology

##### Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

##### Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

#### English Learners

##### Colorin Colorado

##### CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence

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starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

**Interdisciplinary Connections**

Social Studies Grade 6 Topics

World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world), including: Middle America and the Caribbean, South America, Western Europe and Eastern Europe. Consider opportunities for students to read/write on related topics.

NGSS Middle School Science includes topics related to physical science, life science, earth and space sciences and engineering. Science and Engineering Practices include analyzing and interpreting data, constructing explanations and engaging in argument from evidence. Consider opportunities to read, write, and communicate about related topics.

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