

# 6<sup>TH</sup> GRADE COLLECTIONS UNIT ONE: *FACING FEAR*

## ENGLISH LANGUAGE ARTS PACING 1 GUIDE

**Unit's Focus – *Facing Fear*:** In this collection, students will explore how people experience fear and how fear affects the brain and the body.

**Unit's Academic Vocabulary:** evident, factor, indicate, similar, and specific

**Essential Question:**

Why is it important to face our fears?

**Assessments:**

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write a Short Story – pg. 63

**Learning Goals for the Unit's Pre & Post Assessments:**

*Reading Literature:*

**RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL.6.5** 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 develops the point of view of the narrator or speaker in a text.

*Reading Informational Text:*

**RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.6.2** Determine a central idea of a text and how it is conveyed through particular details, provide a summary of the text distinct from personal opinions or judgments.

**RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**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.

*Language:*

**L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

**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.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

## STORY – ANCHOR TEXT ONE: “THE RAVINE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5</p> <p><i>Writing:</i> W.6.2, W.6.9a</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1e, L.6.3a, L.6.4a, L.6.4c, L.6.4d, L.6.5</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 3</p> <p><b>Close Read:</b> pgs. 3-4</p> <ul style="list-style-type: none"> <li>• Describe Stories: Character and Setting</li> <li>• Make Inferences</li> <li>• Analyze Language</li> <li>• Describe Stories: Character</li> </ul> <p><b>Strategies for Annotation</b></p> <ul style="list-style-type: none"> <li>• Analyze Language - pg. 6</li> <li>• Describe Stories: Character and Setting - pg. 10</li> </ul> <p><b>Second Read:</b> pg. 13</p> <ul style="list-style-type: none"> <li>• Describe Stories: Character and Setting</li> <li>• Make Inferences</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 4</p> <p><b>When Students Struggle:</b> Character Development - pg. 7</p> <p><b>Enrichment: To Challenge Students:</b> Describe Characters - pg. 9</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Describe Stories: Character Development - Level Up Tutorials - Character Traits; Character Motivation; Making Inferences About Characters - pg. 16a <b>Enrichment:</b> Describe Plot: Conflict - pg. 16a</p>	<p><b>Analyzing the Text:</b> pg. 14</p> <p><b>Critical Vocabulary:</b> gnarly, rivulet, cascade, precipice – pg. 15</p> <p><b>Vocabulary Strategy:</b> Using Context Clues – pg. 15</p> <p><b>Language Conventions:</b> Recognize Variations from Standard English - pg. 16</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “The Ravine”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
<p>The student will be able to describe characters and setting and make inferences in the context of a short story.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> “The Ravine” by Graham Salisbury – pg. 3</p>					

## ANCHOR TEXT ONE: “THE RAVINE”INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5</p> <p><i>Writing:</i> W.6.2, W.6.9a</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1e, L.6.3a, L.6.4a, L.6.4c, L.6.4d, L.6.5</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> gnarly, rivulet, cascade, precipice</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> vendors, kindling, mammoth, sidle, contract</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “The Jumping Tree” by Rene Saldana, Jr. - pg. 16c</p> <p><b>Why This Text:</b> pg. 16b</p> <p><b>Background:</b> pg. 16b</p> <p><b>Setting a Purpose:</b> pg. 16b</p> <p><b>Close Read:</b> pgs. 16c</p> <ul style="list-style-type: none"> <li>Analyze Character</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 16c - 16e</p> <p><b>Reread and Cite Text Evidence:</b> 16d - 16e</p> <p><b>Read and Discuss Using Text Evidence:</b> pg. 16f</p>	<p><b>Close Reader:</b> “The Jumping Tree” by Rene Saldana, Jr. - pg. 16c</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> Analyze Character - pg. 16c</p> <p><b>For ELL Students:</b> pg. 16e</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Character - pg. 16f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> - pg. 16f</p> <p><b>Dig Deeper:</b> pg. 16g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions Model</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 14</p> <p><b>My WriteSmart Performance Task -</b> Write an Essay – pg. 14</p> <p><b>Selection Test:</b> “The Ravine”</p>
<b>Required Learning Target</b>					
The student will be able to describe characters and setting and make inferences in the context of a short story.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “The Ravine” by Graham Salisbury – pg. 3</p> <p><b>Close Reader:</b> “The Jumping Tree” by Rene Saldana, Jr. - pg. 16c</p>					

## STORY – “FINE?”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6  <i>Writing:</i> W.6.3  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.2a, L.6.4, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 17-33</p> <ul style="list-style-type: none"> <li>• Describe Stories: Plot and Suspense</li> <li>• Explain Point of View</li> <li>• Describe Stories: Plot</li> <li>• Describe Stories: Setting</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Describe Stories: Plot and Suspense - pg. 25 &amp; pg. 33</li> <li>• Greek Roots - pg. 35</li> </ul> <p><b>Second Read:</b> pg. 33</p> <ul style="list-style-type: none"> <li>• Describe Stories: Plot and Suspense</li> <li>• Explain Point of View</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 17</p> <p><b>When Students Struggle:</b>            Plot and Character Development - pg. 20 &amp; pg. 29</p> <p><b>Enrichment: To Challenge Students:</b>            Describe Stories: Plot - pg. 30</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Describe Stories: Plot            Level Up Tutorials: Plot Stages; Plot: Sequence of Events; Conflict - pg. 36a</p> <p><b>Enrichment:</b> Explain Point of View - pg. 36a</p>	<p><b>Analyzing the Text:</b> pg. 34</p> <p><b>Critical Vocabulary:</b>            technician, reminisce, emphatic, conscientious – pg. 35</p> <p><b>Vocabulary Strategy:</b>            Greek Roots - pg. 35</p> <p><b>Language Conventions:</b>            Commas and Dashes - pg. 36</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Fine?”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to describe plot elements and analyze point of view in a short story.					
<b>Required Text</b>					
“Fine?” by Margaret Peterson Haddix – pg. 17					

## STORY–“FINE?” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6  <i>Writing:</i> W.6.3  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.2a, L.6.4, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / Additional Text</b></p> <p><b>Vocabulary – Front Load:</b> technician, reminisce, emphatic, conscientious</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Story Elements</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b>            “The Raven” by Edgar Allan Poe</p> <p><b>Why This Text:</b> Explain why “The Raven” was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b>            “The Raven” by Edgar Allan Poe</p> <p><b><u>Differentiated Instruction</u></b></p>	<p><b>Analyzing the Text:</b> pg. 34</p> <p><b>My WriteSmart Performance Task - Writing Activity:</b>            Narrative – pg. 48</p>

<p><b>Required Learning Targets</b></p>	<ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<ul style="list-style-type: none"> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Setting a Purpose</li> <li>Determine Meaning of Words and Phrases</li> </ul>	<p>While teaching “The Raven” differentiate the instruction to meet the needs of your students.</p>	<p><b>Selection Test: “Fine?”</b></p>
<p>The student will be able to describe plot elements and analyze point of view in a short story.</p>			<p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Formative Assessments</b>  <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p>	
<p><b>Required Texts</b></p>					
<p><b>Support Text:</b> “Fine?” by Margaret Peterson Haddix – pg. 17</p> <p><b>Additional Text (Teacher’s Resources):</b> “The Raven” by Edgar Allan Poe</p>				<p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

**STORY – “LIFE DOESN’T FRIGHTEN ME”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i>            RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6</p> <p><i>Speaking and Listening:</i>            SL.6.1, SL.6.4, SL.6.6</p>	<p>Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> </ul>	<p><b>Close Read:</b> pgs. 37-39</p> <ul style="list-style-type: none"> <li>Analyze Language</li> <li>Analyze Structure</li> </ul> <p><b>Strategies for Annotation:</b>            Analyze Structure - pg. 39</p> <p><b>Second Read:</b> pg. 39</p> <ul style="list-style-type: none"> <li>Analyze Structure</li> </ul>	<p><b>During Instruction Scaffolding for ELL Students:</b> Analyze Language - pg. 37</p> <p><b>* Additional Extension Idea:</b>            Rewrite the poem from the perspective of an adult. How would the narrator’s fears change?</p>	<p><b>Analyzing the Text:</b> pg. 40</p>	<p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>
<p><b>Required Learning Targets</b></p>					
<p>The student will be able to describe the structure of a lyric poem and identify repetition and rhyme scheme.</p>					

<b>Required Text</b>	<ul style="list-style-type: none"> <li>• Step Backs</li> </ul>		<u><b>After Instruction</b></u> <b>Reteach:</b> Analyze Structure: Lyric Poetry – pg. 40a  <b>Enrichment:</b> Analyze Structure: Rhyme Scheme – pg. 40a	<u><b>Practice and Apply</b></u> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>
“Life Doesn’t Frighten Me” by Maya Angelou – pg. 37				

### **“LIFE DOESN’T FRIGHTEN ME” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6 <i>Speaking and Listening:</i> SL.6.1, SL.6.4, SL.6.6		<b>Focus Comprehension Strategy:</b> Analyze Text Structure & Organization  <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<b>Additional Text (Teacher’s Resources):</b> “Psalm 23” from the King James Bible  <b>Why This Text:</b> Explain why “Psalm 23” was selected.  <b>Close Read:</b> <ul style="list-style-type: none"> <li>• Analyze Language</li> <li>• Analyze Structure</li> </ul> <b>Read / Reread / Discuss and Cite Text Evidence</b>	<b>Additional Text (Teacher’s Resources):</b> “Psalm 23” from the King James Bible  <u><b>Differentiated Instruction</b></u> While teaching “Psalm 23” differentiates the instruction to meet the needs of your students.  <u><b>Formative Assessments</b></u> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.  <b>Instructional Strategies*</b> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<b>Analyzing the Text:</b> pg. 40  <b>MyWriteSmart Performance Task - Speaking Activity:</b> Oral Reading - pg.40
<b>Required Learning Targets</b>					
The student will be able to describe the structure of a lyric poem and identify repetition and rhyme scheme.					
<b>Required Texts</b>					
<b>Support Text:</b> “Life Doesn’t Frighten Me” by Maya Angelou – pg. 37 <b>Additional Text (Teacher’s Resources):</b> “Psalm 23” from the King James Bible					

## STORY– ANCHOR TEXT TWO: “FEARS AND PHOBIAS”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6</p> <p><i>Writing:</i> W.6.2, W.6.4</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1a, L.6.4a, L.6.4b, L.6.4d, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Use Text Features</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 41</p> <p><b>Close Read:</b> pgs. 41 - 47</p> <ul style="list-style-type: none"> <li>• Cite Evidence</li> <li>• Analyze Structure</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation</b></p> <ul style="list-style-type: none"> <li>• Cite Evidence – pg. 47</li> <li>• Prefixes that mean “Not” – pg. 49</li> </ul> <p><b>Second Read:</b> pg. 47</p> <ul style="list-style-type: none"> <li>• Cite Evidence</li> <li>• Analyze Structure</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language - pg. 42</p> <p><b>When Students Struggle:</b> Compare and Contrast – pg. 44</p> <p><b>* Additional Extension Idea:</b> Investigate in the field of psychology what is known about why some people feel fear and some people enjoy the “rush” in a fearful situation, like a roller-coaster. – pg. 42</p> <p><b><u>After Instruction</u></b> <b>Enrichment:</b> Interactive Whiteboard Lesson - Write a Summary – pg. 50a</p> <p><b>Reteach:</b> Cite Evidence – Level Up Tutorials – Reading for Details - pg. 50a</p>	<p><b>Analyzing the Text:</b> pg. 48</p> <p><b>Critical Vocabulary:</b> activate, trigger, turbulence, immaturity</p> <p><b>Vocabulary Strategy:</b> Prefixes that mean “Not” – pg. 49</p> <p><b>Language Conventions:</b> Subjective and Objective Pronouns – pg. 50</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy:</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Fears and Phobias”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>	The student will be able to cite textual evidence to analyze text features and structures.				
<b>Required Text</b>	<b>Anchor Text:</b> “Fears and Phobias” by kidshealth.org – pg. 41				

## ANCHOR TEXT TWO: “FEARS AND PHOBIAS” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6 <i>Writing:</i> W.6.2, W.6.4</p> <p><i>Speaking and Listening</i> SL.6.1 <i>Language</i> L.6.1a, L.6.4a, L.6.4b, L.6.4d, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> activate, trigger, turbulence, immaturity</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Use Text Features</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare” by Dana Hudephol – pg. 50b</p> <p><b>Why This Text:</b> pg. 50b</p> <p><b>Background:</b> pg. 50b</p> <p><b>Setting a Purpose:</b> pg. 50b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Cite Evidence – pg. 50c</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 50c-50e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 50d – 50e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 50d</p>	<p><b>Close Reader:</b> “Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare” by Dana Hudephol – pg. 50b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Cite Evidence – pg. 50c</p> <p><b>For ELL Students:</b> pg. 50c</p> <p><b>Enrichment: To Challenge Students:</b> History Channel – pg. 50e</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 50e</p> <p><b>Dig Deeper:</b> pg. 50e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessment.</p>	<p><b>Analyzing the Text:</b> pg. 48</p> <p><b>My WriteSmart Performance Task -</b> Writing Activity: Summary – pg. 48</p> <p><b>Selection Test:</b> “Fears and Phobia”</p>
<b>Required Learning Targets</b>					
The student will be able to cite textual evidence to analyze text features and structure.					
<b>Required Texts</b>					
<p><b>Support Anchor Text:</b> “Fears and Phobias” by kidshealth.org – pg. 41</p> <p><b>Close Reader:</b> “Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare” by Dana Hudephol – pg. 50b</p>					



## STORY- “IN THE SPOTLIGHT”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6</p> <p><i>Writing:</i> W.6.2, W.6.4, W.6.9</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1a, L.6.4a, L.6.4b, L.6.4d, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea and Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 51-55</p> <ul style="list-style-type: none"> <li>• Determine Central Idea</li> <li>• Analyze Structure</li> <li>• Determine Details</li> <li>• Determine Central Idea and Details</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Central Idea and Details – pg. 55</li> </ul> <p><b>Second Read:</b> pg. 55</p> <ul style="list-style-type: none"> <li>• Determine Central Ideas Determine Details</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 51</p> <p><b>When Students Struggle:</b> Main Ideas and Details – pg. 53</p> <p><b>Enrichment: To Challenge Students:</b> Make Connections – pg. 54</p> <p><b><u>After Instruction</u></b> <b>Enrichment: To Challenge Students:</b> Analyze Style – pg. 58a</p> <p><b>Reteach:</b> Determine Central Idea and Details – Level Up Tutorials – Main Idea and Supporting Details - pg. 58a</p>	<p><b>Analyzing the Text:</b> pg. 56</p> <p><b>Critical Vocabulary:</b> ambush, aggression, confidence, distract – pg. 57</p> <p><b>Vocabulary Strategy:</b> Suffixes That Form Nouns – pg. 57</p> <p><b>Language Conventions:</b> Possessive Pronouns - pg. 58</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test - “In the Spotlight” from <i>Stuff That Scares Your Pants Off!</i></b></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Targets					
<p>The student will be able to determine central ideas and supporting details in informational text.</p>					
Required Text					
<p>“In the Spotlight” by Glenn Murphy from <i>Stuff That Scares Your Pants Off!</i> - pg. 51</p>					

## “IN THE SPOTLIGHT” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6</p> <p><i>Writing:</i> W.6.2, W.6.4, W.6.9</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1a, L.6.4a, L.6.4b, L.6.4d, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> ambush, aggression, confidence, distract – pg. 57</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea and Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> </ul>	<p><b>Close Reader:</b> “Face Your Fears and Scare the Phobias Out of Your Brain” by Jason Koebler – pg. 58c</p> <p><b>Why This Text:</b> pg. 58b</p> <p><b>Background:</b> pg. 58b</p>	<p><b>Close Reader:</b> “Face Your Fears and Scare the Phobias Out of Your Brain” by Jason Koebler – pg. 58c</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Cite Text Evidence – pg. 58c</p>	<p><b>Analyzing the Text:</b> pg. 56</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Letter – pg. 56</p> <p><b>Selection Test - “In the Spotlight” from <i>Stuff</i></b></p>

<b>Required Learning Targets</b>	<ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<b>Setting a Purpose:</b> pg. 58b  <b>Close Read:</b> pgs. 58c - 58e <ul style="list-style-type: none"> <li>Determine Central Idea</li> <li>Read and Cite Text Evidence</li> </ul>	<b>For ELL Students:</b> pg. 58c  <b>Enrichment: To Challenge Students:</b> History Channel – pg. 58e  <u>Formative Assessments</u> <b>Short Response:</b> pg. 58e  <b>Dig Deeper:</b> pg. 58e  <b>Instructional Strategies*</b> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<i>That Scares Your Pants Off!</i>
The student will be able to determine central ideas and supporting details in informational text.	<b>Close Reader Critical Vocabulary</b> – consequences, technique, perspective		<b>Read and Cite Text Evidence:</b> pgs. 58c – 58d  <b>Reread and Cite Text Evidence:</b> pgs. 58d – 58e  <b>Reread and Discuss Using Text Evidence:</b> pg. 58d	<b>Formative Assessments</b> <b>Short Response:</b> pg. 58e  <b>Dig Deeper:</b> pg. 58e  <b>Instructional Strategies*</b> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	
<b>Required Texts</b>					
<b>Support Text:</b> “In the Spotlight” by Glenn Murphy from <i>Stuff That Scares Your Pants Off!</i> - pg. 51  <b>Close Reader:</b> “Face Your Fears and Scare the Phobias Out of Your Brain” by Jason Koebler – pg. 58c				*These are instructional strategies that can also be used as formative assessments.	

### STORY - “WIRED FOR FEAR”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7 <i>Speaking and Listening:</i> SL.6.1, SL.6.2, SL.6.4, SL.6.5 <i>Language:</i> L.6.4a, L.6.4c, L.6.4d	<b>Focus Comprehension Strategy:</b> Analyze Text Structure and Organization  <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<b>Close Read:</b> pgs. 59-61 <ul style="list-style-type: none"> <li>Analyze Technical Meaning</li> <li>Interpret Information</li> </ul>	<u><b>During Instruction</b></u> <b>Scaffolding for ELL Students:</b> Understand Technical Terms - pg. 59  * <b>Additional Extension Idea:</b> Career Exploration: What jobs are available in video production?  <u><b>After Instruction</b></u> <b>Reteach:</b> Create a Podcast – pg. 62a	<b>Analyzing the Media:</b> pg. 62	<u><b>Instructional Strategies*</b></u> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>
<b>Required Learning Targets</b>					
The student will be able to analyze the purpose of a video and understand the					<u><b>Practice &amp; Apply</b></u> <ul style="list-style-type: none"> <li>Analyzing Media</li> </ul> <b>Selection Test:</b> “Wired for Fear”

visual and sound elements used in it.			<b>Enrichment:</b> Integrate Information – pg. 62a		*These are instructional strategies that can also be assessments.
<b>Required Text/Media</b>					
“Wired for Fear” by The California Science Center – pg. 59					

**“WIRED FOR FEAR” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7 <i>Speaking and Listening</i> SL.6.1, SL.6.2, SL.6.4, SL.6.5 <i>Language</i> L.6.4a, L.6.4c, L.6.4d</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure and Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Facing Fear” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Interpret Information</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Facing Fear” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyze the Media:</b> pg. 62</p> <p><b>My WriteSmart Performance Task –</b> Media Activity: Podcast – pg. 62</p> <p><b>Selection Test:</b> “Wired for Fear”</p>
<b>Required Learning Targets</b>					
The students will be able to analyze the purpose of a video and understand the visual and sound elements used in it.					
<b>Required Texts/Media</b>					
<p><b>Support Media:</b> “Wired for Fear” by The California Science Center – pg. 59</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text/Article</p>					

## WEEK SIX

### **STORY- ENGLISH – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit One Assessment:** Summative Assessment
- **Collection Unit One Performance Task:** Write a Short Story – pg. 63

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 6<sup>TH</sup> GRADE COLLECTIONS UNIT TWO: ANIMAL INTELLIGENCE

## ENGLISH LANGUAGE ARTS PACING 2 GUIDE

<b>Unit's Focus:</b> <i>Animal Intelligence</i> - In this collection, students will explore various perspectives on the intelligence of animals	<b>Unit's Academic Vocabulary:</b> benefit, distinct, environment, illustrate, respond
<b>Essential Question:</b> How is intelligence defined among different species?	<b>Assessments:</b> <ul style="list-style-type: none"><li>• <b>Collection Unit Two Assessment:</b> Summative Assessment</li><li>• <b>Collection Unit Two Performance Task:</b> Write an Expository Essay – pg. 133</li></ul>
<b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b> <i>Reading Literature:</i> <b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI.6.3</b> 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. <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RI.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text. <i>Reading Informational Text:</i> <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <b>RI.6.8</b> 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. <i>Language:</i> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>b. Use intensive pronouns (e.g., myself, ourselves).</li><li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li></ul> <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.6.4</b> 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. <ul style="list-style-type: none"><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li><li>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).</li></ul> <b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	

## ANCHOR TEXT ONE: "THE MIXER"

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments	
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10</p> <p><i>Writing:</i> W.6.2</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1b, L.6.4, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 73</p> <p><b>Close Read:</b> pgs. 73-89</p> <ul style="list-style-type: none"> <li>• Describe Characters' Responses</li> <li>• Explain Point of View</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Explain Point of View - pg. 77</li> <li>• Describe Characters' Responses - pgs. 84 &amp; 89</li> <li>• Greek Suffix <i>-ize</i> - pg. 91</li> </ul> <p><b>Second Read:</b> pg. 89</p> <ul style="list-style-type: none"> <li>• Describe Characters' Responses</li> <li>• Explain Point of View</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b></p> <ul style="list-style-type: none"> <li>• Describe Characters' Responses - pg. 74</li> <li>• Explain Point of View - pg. 79</li> </ul> <p><b>When Students Struggle:</b> Describe Characters' Responses - pg. 80</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Characters - pg. 88</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Explain Narrator and Point of View - Level Up Tutorials: Point of View; First-Person Point of View; Third-Person Point of View; Narrator and Speaker - pg. 92a</p> <p><b>Enrichment:</b> Analyze Language: Irony - pg. 92a</p>	<p><b>Analyzing the Text:</b> pg. 90</p> <p><b>Critical Vocabulary:</b> surfeit, criticize, amiable, wallop, mope, morbid – pg. 91</p> <p><b>Vocabulary Strategy:</b> Greek Suffix <i>-ize</i> – pg. 91</p> <p><b>Language Conventions:</b> Intensive Pronouns – pg. 92</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> "The Mixer"</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>	
<p><b>Required Learning Target</b></p>		<p>The student will be able to describe how characters respond and change and analyze point of view in a short story.</p>				
<p><b>Required Text</b></p>						
<p><b>Anchor Text:</b> "The Mixer" by P.G. Wodehouse – pg. 73</p>						

## ANCHOR TEXT ONE INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10 <i>Writing:</i> W.6.2 <i>Speaking and</i> <i>Listening:</i> SL.6.1 <i>Language:</i> L.6.1b, L.6.4, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> surfeit, criticize, amiable, wallop, mope, morbid</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> irritably, impulse, monologue, arcing, contraption, dismay, disoriented</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader</b> “The Pod” – pg. 92b</p> <p><b>Why This Text:</b> pg. 92b</p> <p><b>Background:</b> pg. 92b</p> <p><b>Setting a Purpose:</b> pg. 92b</p> <p><b>Close Read:</b> pgs. 92c – 92f</p> <ul style="list-style-type: none"> <li>Describe Characters’ Responses</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 92c – 92e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 92d – 92f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 92e</p>	<p><b>Close Reader</b> “The Pod” – pg. 92b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Character Development – pg. 92c</p> <p><b>For ELL Students:</b> pg. 92d</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 92f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 92f</p> <p><b>Dig Deeper:</b> pg. 92g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 90</p> <p><b>My WriteSmart: Performance Task - Writing Activity:</b> Essay – pg. 90</p> <p><b>Selection Test:</b> “The Mixer”</p>
<b>Required Learning Target</b>					
The student will be able to describe how characters respond and change and analyze point of view in a short story.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “The Mixer” by P.G. Wodehouse - pg. 73</p> <p><b>Close Reader:</b> “The Pod” – pg. 92b</p>					

## STORY – “Tribute to the Dog”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.4, RI.5, RI.8</p> <p><i>Speaking and Listening:</i> SL.1, SL.1a, SL.4</p> <p><i>Language:</i> L.1a, L4, L.4a, L.4c, L6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure and Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 93-95</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> <li>• Analyze Language</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument - pg. 95</li> <li>• Using a Print or Digital Dictionary - pg. 97</li> </ul> <p><b>Second Read:</b> pg. 95</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Trace and Evaluate an Argument - pg. 93</p> <p><b>* Additional Extension Idea:</b> As you read the speech, chart the author’s use of opposites to reinforce his arguments.</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Trace Elements of an Argument – Level Up Tutorials – Elements of an Argument; Analyzing Arguments; Evidence; Persuasive Techniques - pg. 98a</p> <p><b>Enrichment:</b> Persuasive Techniques – pg. 98a</p>	<p><b>Analyzing the Text:</b> pg. 96</p> <p><b>Critical Vocabulary:</b> malice, treacherous, prosperity, embrace - pg. 97</p> <p><b>Vocabulary Strategy:</b> Using a Print or Digital Dictionary – pg. 97</p> <p><b>Language Conventions:</b> Relative Pronouns <i>who</i> and <i>whom</i> – pg. 98</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Tribute to the Dog”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Targets					
The student will be able to trace and evaluate an argument and identify persuasive techniques in a speech.					
Required Text					
“Tribute to the Dog” by George Graham Vest – pg. 93					

## STORY-“Tribute to the Dog” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.4, RI.5, RI.8</p> <p><i>Speaking and Listening:</i> SL.1, SL.1a, SL.4</p> <p><i>Language:</i> L.1a, L4, L.4a, L.4c, L6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> malice, treacherous, prosperity, embrace</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure and Organization</p> <p><b>Instructional Strategies:</b></p>	<p><b>FYI Selection:</b> Choose a selection from the “Animal Intelligence” collection that supports Ohio’s New Learning Standards.</p>	<p><b>FYI Selection:</b> Choose a selection from the “Animal Intelligence” collection that supports Ohio’s New Learning Standards.</p>	<p><b>Analyzing the Text:</b> pg. 96</p> <p><b>My WriteSmart: Performance Task - Speaking Activity:</b> Discussion - pg. 96</p>



<p><b>Required Learning Target</b></p>	<ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b>Selection Test:</b> “Tribute to the Dog”</p>
<p>The student will be able to trace and evaluate an argument and identify persuasive techniques in a speech.</p>			<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Trace and Evaluate an Argument</li> <li>Analyze Language</li> <li>Analyze the Meanings of Words and Phrases</li> </ul>	<p>While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p>	
<p><b>Required Texts</b></p>				<p><b><u>Formative Assessments</u></b></p>	
<p><b>Support the Text:</b> “Tribute to the Dog” – pg. 93</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>				<p><b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

## STORY–“Animal Wisdom” & “The Last Wolf”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.10</p> <p><i>Writing</i> W.6.2, W.6.4, W.6.9a</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.5a</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 99 - 103</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meaning of Words and Phrases - pgs. 101 &amp; 103</li> </ul> <p><b>Second Read:</b> pg. 103</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL</b> <b>Students:</b> Analyze Language: Transitions - pg. 99</p> <p><b>When Students Struggle:</b> Paraphrase Text - pg. 102</p> <p><b>* Additional Extension Idea:</b> What other examples, in addition to imagery and personification, are present in the poem? – pg. 102</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Interactive Whiteboard lesson: Determine Meanings: Imagery – pg. 104a</p> <p><b>Enrichment:</b> Analyze Structure: Poetry – pg. 104a</p>	<p><b>Analyzing the Text:</b> pg. 104</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “Animal Wisdom” &amp; “The Last Wolf”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas.</p>					
<p><b>Required Texts</b></p> <p>“Animal Wisdom” by Nancy Wood – pg. 100 &amp; “The Last Wolf” by Mary TallMountain – pg. 102</p>					

## STORY–“ANIMAL WISDOM” & “THE LAST WOLF” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.10</p> <p><i>Writing</i> W.6.2, W.6.4, W.6.9a</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.5a</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “There Was an Old Man with a Beard” by Edward Lear</p> <p><b>Why This Text:</b> Explain why “There Was an Old</p>	<p><b>Additional Text (Teacher’s Resources):</b> “There Was an Old Man with a Beard” by Edward Lear</p>	<p><b>Analyzing the Text:</b> pg. 104</p> <p><b>My WriteSmart: Performance Task - Writing Activity:</b> Essay – pg. 104</p>

<p><b>Required Learning Targets</b></p>		<ul style="list-style-type: none"> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p>Man with a Beard” was selected.</p>	<p><b><u>Differentiated Instruction</u></b></p>	<p><b>Selection Test:</b> “Animal Wisdom” &amp; “The Last Wolf”</p>
<p>The student will be able to understand how personification and imagery emphasize themes and ideas in poetry and learn how to paraphrase these ideas.</p>			<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Determine Meaning of Words and Phrases</li> </ul>	<p>While teaching “There Was an Old Man with a Beard” differentiate the instruction to meet the needs of your students.</p>	
<p><b>Required Texts</b></p>			<p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b><u>Formative Assessments</u></b></p>	
<p><b>Support the Text:</b>  “Animal Wisdom” by Nancy Wood – pg. 100 &amp; “The Last Wolf” by Mary TallMountain – pg. 102</p> <p><b>Additional Text (Teacher’s Resources):</b>  “There Was an Old Man with a Beard” by Edward Lear</p>				<p><b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

## ANCHOR TEXT TWO: HOW SMART ARE ANIMALS?

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.10</p> <p><i>Writing:</i> W.6.2, W.6.9</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1c, L.6.4a, L.6.4c, L.6.4d, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 105</p> <p><b>Close Read:</b> pgs. 105-113</p> <ul style="list-style-type: none"> <li>• Determine Author’s Purpose</li> <li>• Summarize Text</li> <li>• Draw Conclusions</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Summarize Text - pg. 113</li> </ul> <p><b>Second Read:</b> pg. 113</p> <ul style="list-style-type: none"> <li>• Summarize Text</li> <li>• Determine Author’s Purpose</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Vocabulary Support - pg. 106</p> <p><b>When Students Struggle:</b> Analyze Text - pg. 108</p> <p><b>* Additional Extension Idea:</b> What ethical implications are there if animals are intelligent? Are the same ethical implications present if they are not?</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Summarize Text Level Up Tutorials - Summarizing - pg. 116a</p> <p><b>Enrichment:</b> Draw Conclusions - pg. 116a</p>	<p><b>Analyzing the Text:</b> pg. 114</p> <p><b>Critical Vocabulary:</b> evolve, attribute, phenomenon, inconsistency, complexity, aptitude - pg. 115</p> <p><b>Vocabulary Strategy:</b> Verify Word Meaning - pg. 115</p> <p><b>Language Conventions:</b> Pronoun Number – pg. 116</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> <i>How Smart Are Animals?</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>					
<p>The student will be able to summarize central ideas and important details and determine author’s purpose.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> <i>How Smart Are Animals?</i> by Dorothy Hinshaw – pg. 105</p>					

## ANCHOR TEXT TWO: INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.5, RI.6, RI.10  <i>Writing:</i> W.2, W.9  <i>Speaking and Listening:</i> SL.1  <i>Language:</i> L.1c, L.4a, L.4c, L4d, L6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> evolve, attribute, phenomenon, inconsistency, complexity, aptitude</p> <ul style="list-style-type: none"> <li>• Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> capacity, alliances, resentment, ingenious</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>•Quick Writes</li> <li>•Pair/Trio Shares</li> <li>•Charting</li> <li>•Gallery Walks</li> <li>•Whole Group Discussions</li> <li>•Reader/Writer Notebooks</li> <li>•Step Backs</li> </ul>	<p><b>Close Reader:</b> Can Animals Feel and Think? by DeShawn Jones – pg. 116b</p> <p><b>Background:</b> pg. 116b</p> <p><b>Setting a Purpose:</b> pg. 116b</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Summarize Text-pg. 116a</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 116c – 116d</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 116d – 116e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 116e</p>	<p><b>Close Reader:</b> Can Animals Feel and Think? by DeShawn Jones – pg. 116b</p> <p><b><u>Differentiated Instruction</u></b>  <b>When Students Struggle:</b> Summarize – pg. 116c</p> <p><b>For ELL Students:</b> pg. 116c</p> <p><b>Enrichment: To Challenge Students:</b> pg. 116e</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> pg. 116e</p> <p><b>Dig Deeper:</b> pg. 116e</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>•Quick Writes</li> <li>•Pair/Trio Shares</li> <li>•Charting</li> <li>•Gallery Walks</li> <li>•Whole Group Discussions</li> <li>•Reader/Writer Notebooks</li> <li>•Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 114</p> <p><b>My WriteSmart: Performance Task - Writing Activity:</b> Essay – pg. 114</p> <p><b>Selection Test:</b> <i>How Smart Are Animals?</i></p>
<b>Required Learning Targets</b>					
<p>The student will be able to summarize central ideas and important details and determine author’s purpose.</p>					
<b>Required Text</b>					
<p><b>Support the Anchor Text:</b> <i>How Smart Are Animals?</i> by Dorothy Hinshaw</p> <p><b>Close Reader:</b> Can Animals Feel and Think? By DeShawn Jones</p>					

**STORY–FROM ANIMAL SNOOPS: *THE WONDROUS WORLD OF WILDLIFE SPIES***

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.10  <i>Writing:</i> W.6.2, W.6.9  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.1c, L.6.4a, L.6.4c, L.6.4d, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 117-125</p> <ul style="list-style-type: none"> <li>• Analyze Text: Anecdote</li> <li>• Integrate Information</li> <li>• Analyze Structure</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b> Integrate Information - pg. 120</p> <p><b>Second Read:</b> pg. 125</p> <ul style="list-style-type: none"> <li>• Analyze Text: Anecdote</li> <li>• Integrate Information</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Language: Idioms - pg. 117</p> <p><b>When Students Struggle:</b> Analyze Text - pg. 121</p> <p><b>Enrichment: To Challenge Students:</b> Compare and Contrast - pg. 122</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Text: Anecdote - pg. 128a</p> <p><b>Enrichment:</b> Taking Notes - pg. 128a</p>	<p><b>Analyze the Text:</b> Anecdote - pg. 126</p> <p><b>Critical Vocabulary:</b> eavesdrop, foil, predator, stake, intercept, plummet – pg. 127</p> <p><b>Vocabulary Strategy:</b> Synonyms – pg. 127</p> <p><b>Language Conventions:</b> Capitalization – pg. 128</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> : from Animal Snoops: <i>The Wondrous World of Wildlife Spies</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to analyze how anecdotes and text features contribute to the structure of a text.</p>					
<p><b>Required Text</b></p> <p><b>Text:</b> from Animal Snoops: <i>The Wondrous World of Wildlife Spies</i> by Peter Christie – pg. 117</p>					

## STORY–FROM ANIMAL SNOOPS: THE WONDROUS WORLD OF WILDLIFE SPIES INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.6, RI.6.10  <i>Writing:</i> W.6.2, W.6.9  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.1c, L.6.4a, L.6.4c, L.6.4d, L6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> eavesdrop, foil, predator, stake, intercept, plummet</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> maneuver, larvae, audible, vermin, primitive</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Bats!” – pg. 128c</p> <p><b>Why This Text:</b> pg. 128b</p> <p><b>Background:</b> pg. 128b</p> <p><b>Setting a Purpose:</b> pg. 128b</p> <p><b>Strategies for Close Read:</b></p> <ul style="list-style-type: none"> <li>Integrate Information</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 128c – 128e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 128d – 128f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 128e</p>	<p><b>Close Reader:</b> “Bats!” – pg. 128c</p> <p><b><u>Differentiated Instruction When Students Struggle:</u></b> Integrate Information – pg. 128c</p> <p><b>For ELL Students:</b> pg. 128d</p> <p><b>Enrichment: To Challenge Students:</b> - pg. 128f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 128f</p> <p><b>Dig Deeper:</b> - pg. 128g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessment</p>	<p><b>My WriteSmart: Performance Task -</b> Media Activity: Presentation – pg. 126</p> <p><b>Selection Test:</b> from Animal Snoops: <i>The Wondrous World of Wildlife Spies</i></p>
Required Learning Targets					
<p>The student will be able to analyze how anecdotes and text features contribute to the structure of a text.</p>					
Required Texts					
<p><b>Support the Text:</b> from Animal Snoops: <i>The Wondrous World of Wildlife Spies</i> by Peter Christie – pg. 117</p> <p><b>Close Reader:</b> “Bats!” – pg. 128c</p>					

## WEEK SIX

### **CORE ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Two Assessment:** Summative Assessment
- **Collection Unit Two Performance Task:** Write an Expository Essay – pg. 133

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**



# 6<sup>TH</sup> GRADE COLLECTIONS UNIT THREE: DEALING WITH DISASTER

## ENGLISH LANGUAGE ARTS PACING 3 GUIDE

<b>Unit's Focus:</b> <i>Dealing with Disaster</i> - In this collection, students will explore various perspectives on the intelligence of animals.	<b>Unit's Academic Vocabulary:</b> benefit, distinct, environment, illustrate, respond
<b>Essential Question:</b>  How is intelligence defined among different species?	<b>Assessments:</b> <ul style="list-style-type: none"><li>• <b>Collection Unit Three Assessment:</b> Summative Assessment</li><li>• <b>Collection Unit Three Performance Task:</b> Create a Multimedia Presentation – pg. 201</li></ul>
<b><u>Learning Goals for the Unit's Pre &amp; Post Assessments:</u></b> <i>Reading Literature:</i> <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RI.6.5</b> 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. <b>RI.6.9</b> 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. <i>Reading Informational Text:</i> <b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI.6.5</b> 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. <b>RI.6.7</b> 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. <i>Language:</i> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>c. Recognize and correct inappropriate shifts in pronoun number and person.</li></ul> <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"><li>b. Maintain consistency in style and tone.</li></ul> <b>L.6.4b</b> 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. <b>L.6.6</b> 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.	

## STORY - ANCHOR TEXT ONE

### “MAMMOTH SHAKES AND MONSTER WAVES: DESTRUCTION IN 12 COUNTRIES”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.5</p> <p><i>Language:</i> L.6.1c, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 139</p> <p><b>Close Read:</b> pgs. 139-153</p> <ul style="list-style-type: none"> <li>• Determine Meaning: Technical Language</li> <li>• Analyze Structure: Cause and Effect</li> <li>• Integrate Information</li> <li>• Analyze Language</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure: Cause and Effect – pgs. 146 &amp; 153</li> <li>• Determine Meaning: Technical Language – pg. 149</li> <li>• Greek Affixes – pg. 155</li> </ul> <p><b>Second Read:</b> pg. 153</p> <ul style="list-style-type: none"> <li>• Analyze Structure: Cause and Effect</li> <li>• Determine Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Structure – pg. 140 Determine Meaning – pg. 144</p> <p><b>When Students Struggle:</b> Cause-and-Effect – pg. 143 Organization – pg. 147</p> <p><b>Enrichment: To Challenge Students:</b> Make Comparisons – pg. 151</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Structure: Cause and Effect - Level Up Tutorial - Cause-and-Effect Organization - pg. 156a</p> <p><b>Enrichment:</b> Discussion Etiquette - pg. 156a</p>	<p><b>Analyzing the Text:</b> pg. 154</p> <p><b>Critical Vocabulary:</b> rupture, gauge, traumatize, antibiotic, degradation, magnitude – pg. 155</p> <p><b>Vocabulary Strategy:</b> Greek Affixes – pg. 155</p> <p><b>Language Conventions:</b> Shifts in Pronoun Person – pg. 156</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Mammoth Shakes and Monster Waves: Destruction in 12 Countries”</p> <p><small>*These are instructional strategies that can also be used as formative assessments.</small></p>
<b>Required Learning Target</b>					
<p>The student will be able to identify and analyze cause-and-effect organization and determine meanings of technical language in an informational text.</p>					
<b>Required Text</b>					
<p><b>Anchor Text:</b> “Mammoth Shakes and Monster Waves: Destruction in 12 Countries” by Brenda Z. Guiberson – pg. 139</p>					

## ANCHOR TEXT ONE: INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d, SL.6.5</p> <p><i>Language:</i> L.6.1c, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> rupture, gauge, traumatize, antibiotic, degradation, magnitude</p> <ul style="list-style-type: none"> <li>• Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> intractable, disgorge, charismatic, ken, inimical</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Stepbacks</li> </ul>	<p><b>Close Reader:</b> Moby-Duck – pg. 156b</p> <p><b>Why This Text:</b> pg. 156b</p> <p><b>Background:</b> pg. 156b</p> <p><b>Setting a Purpose:</b> pg. 156b</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure pg. 156c</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 156c – 156e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 156d – 156f</p> <p><b>Read and Discuss Using Text Evidence:</b> pg. 156d</p>	<p><b>Close Reader:</b> “Moby-Duck” – pg. 156b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> pg. 156c</p> <p><b>For ELL Students:</b> pg. 156e</p> <p><b>Enrichment: To Challenge Students:</b> pg. 156f</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 156f</p> <p><b>Dig Deeper:</b> pg. 156g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Stepbacks</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 154</p> <p><b>My WriteSmart Performance Task - Speaking Activity:</b> Discussion - pg. 154</p>
<b>Required Learning Target</b>					
<p>The student will be able to identify and analyze cause-and-effect organization and determine meanings of technical language in an informational text.</p>					
<b>Required Texts</b>					
<p><b>Support Anchor Text:</b> “Mammoth Shakes and Monster Waves: Destruction in 12 Countries” by Brenda Z. Guiberson</p> <p><b>Close Reader:</b> Moby-Duck – pg. 156b</p>					

## STORY –“After the Hurricane”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature Text:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Writing:</i> W.6.3.d</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 157-169</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Analyze Structure</li> <li>• Explain Point of View</li> <li>• Determine Meaning: Tone</li> <li>• Analyze Structure: Repetition</li> <li>• Determine Meanings of Words and Phrases</li> <li>• Compare and Contrast Poetic Forms</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pgs. 165 &amp; 168</li> <li>• Determine Meanings of Words and Phrases – pg. 169</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pgs. 165 &amp; 168</li> <li>• Determine Meanings of Words and Phrases – pg. 169</li> <li>• Compare and Contrast Poetic Forms – pg. 169</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Language: Punctuation and Print Cues – pg. 157</p> <p><b>When Students Struggle:</b> pgs. 161, 166</p> <ul style="list-style-type: none"> <li>• Rhythm of a poem – pg. 161</li> <li>• Analyze the form of a poem – pg. 166</li> </ul> <p><b>Enrichment: To Challenge Students:</b> Interpret Symbolism - pg. 162</p> <p><b><u>After Instruction</u></b> <b>Enrichment:</b> Analyze Structure: Meter – pg. 170a</p> <p><b>Reteach:</b> Interactive Whiteboard Lesson: Compare Poetic Forms – Level Up Tutorials - Elements of Poetry - pg. 170a</p>	<p><b>Analyzing the Text:</b> pgs. 165, 168, &amp; 170</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>
Required Learning Target					
<p>The student will analyze and compare poetic form and learn how poets use form, alliteration, and tone to express ideas.</p>					
Required Texts					
<p>“After the Hurricane” by Rita Williams-Garcia – pg. 157</p> <p>“Watcher” by Natasha D. Trethewey – pg. 166</p>					

## STORY –“After the Hurricane” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature Text:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Writing:</i> W.6.3.d</p>		<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> from “Snowbound A Winter Idyll” by John Greenleaf Whittier</p> <p><b>Why This Text:</b> Explain why from “Snowbound A Winter Idyll” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Support Inferences about Theme pg.</li> <li>• Analyze Author’s Choices: Flashback and Tension</li> <li>• Determine Figurative Meanings</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Additional Text (Teacher’s Resources):</b> from “Snowbound A Winter Idyll” by John Greenleaf Whittier</p> <p><b><u>Differentiated Instruction</u></b> While teaching from “Snowbound A Winter Idyll”, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pgs. 165, 168, &amp; 170</p> <p><b>My WriteSmart Performance Task -</b> Writing Activity: Poem – pg. 170</p>
<b>Required Learning Target</b>					
The student will analyze and compare poetic form and learn how poets use form, alliteration, and tone to express ideas.					
<b>Required Text</b>					
<p><b>Support Text:</b> “After the Hurricane” by Rita Williams-Garcia – pg. 157a</p> <p>“Watcher” by Natasha D. Trethewey – pg. 166</p>					

## STORY – “The Banana Tree”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10 <i>Writing:</i> W.6.3d <i>Speaking and Listening:</i> SL.6.1 <i>Language:</i> L.6.2, L.6.4, L.6.4a, L.6.5a, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Make Judgments</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 171-181</p> <ul style="list-style-type: none"> <li>• Determine Meaning: Figurative Language</li> <li>• Determine Meaning: Dialect</li> <li>• Determine Meaning: Imagery</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Meaning: Dialect – pg. 173</li> <li>• Determine Meaning: Figurative Language – pgs. 176 &amp; 181</li> <li>• Use Context Clues – pg. 183</li> </ul> <p><b>Second Read:</b> pg. 181</p> <ul style="list-style-type: none"> <li>• Determine Meanings: Figurative Language</li> <li>• Determine Meanings: Dialect</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 171</p> <p><b>When Students Struggle:</b> Understanding Dialect – pg. 175</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Characters – pg. 179</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Meaning: Figurative Language – Level Up Tutorials - Figurative Language - pg. 184a</p> <p><b>Enrichment:</b> Draw Conclusions – pg. 184a</p>	<p><b>Analyzing the Text:</b> pg. 182</p> <p><b>Critical Vocabulary:</b> repress, mock, grimace, venture, bore – pg. 183</p> <p><b>Vocabulary Strategy:</b> Use Context Clues – pg. 183</p> <p><b>Language Conventions:</b> Capitalization – pg. 184</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “The Banana Tree”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to identify and analyze how dialect and imagery, including figurative language enrich a story.</p>					
<p><b>Required Text</b></p> <p>“The Banana Tree” by James Berry – pg. 171</p>					

## STORY – “After the Hurricane” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.10</p> <p><i>Writing:</i> W.6.3d</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.2, L.6.4, L.6.4a, L.6.5a, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> repress, mock, grimace, venture, bore</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> warrens, paranoia, tremulous, oblivious, sublime</p>	<p><b>Focus Comprehension Strategy:</b> Make Judgments</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “There Will Come Soft Rains” by Ray Bradbury – pg. 184b</p> <p><b>Why This Text:</b> pg. 184b</p> <p><b>Background:</b> pg. 184b</p> <p><b>Setting a Purpose:</b> pg. 184b</p> <p><b>Close Read:</b> pg. 184c</p> <ul style="list-style-type: none"> <li>Determine Meanings: Figurative Language</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 184c – 184g</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 184d – 184e</p> <p><b>Reread and Discuss Using Text Evidence:</b> pgs. 184e – 184h</p>	<p><b>Close Reader:</b> “There Will Come Soft Rains” by Ray Bradbury – pg. 184b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Personification – pg. 184c</p> <p><b>For ELL Students:</b> pgs. 184e &amp; 184f</p> <p><b>Enrichment: To Challenge Students:</b> pg. 184h</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 184h</p> <p><b>Dig Deeper:</b> pg. 184i</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>My WriteSmart Performance Task -</b> Writing Activity: Description – pg. 182</p> <p><b>Selection Test:</b> “The Banana Tree”</p>
<b>Required Learning Targets</b>					
The student will be able to identify and analyze how dialect and imagery, including figurative language enrich a story.					
<b>Required Texts</b>					
<p><b>Support Text:</b> “The Banana Tree” by James Berry – pg. 171</p> <p><b>Close Reader:</b> “There Will Come Soft Rains” by Ray Bradbury – pg. 184b</p>					

## STORY - ANCHOR TEXT TWO: “A NIGHT TO REMEMBER”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.10  <i>Writing:</i> W.6.7, W.6.8  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.3b, L.6.4a, L.6.4c, L.6.4d, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 185</p> <p><b>Close Read:</b> pgs. 185 - 193</p> <ul style="list-style-type: none"> <li>• Analyze Text: Narrative Nonfiction</li> <li>• Analyze Meaning: Style</li> <li>• Formulate Research Questions</li> <li>• Analyze Text</li> <li>• Analyze Meaning: Tone</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Narrative Nonfiction – pg. 189</li> <li>• Analyze the Meanings of Words and Phrases – pg. 193</li> </ul> <p><b>Second Read:</b> pg. 193</p> <ul style="list-style-type: none"> <li>• Analyze Text: Narrative Nonfiction</li> <li>• Analyze the Meanings of Words and Phrases</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Meaning – pg. 186</p> <p><b>Enrichment: To Challenge Students:</b> Analyze a Diagram – pg. 188</p> <p><b>When Students Struggle:</b> Shifts in Narrative Point of View – pg. 191</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Analyze Meaning: Style – Level Up Tutorials - Author’s Style; Tone; Imagery - pg. 196a</p> <p><b>Enrichment:</b> Formulate Research Questions – pg. 196a  Interactive Whiteboard Lesson – pg. 196a</p>	<p><b>Analyzing the Text:</b> pg. 194</p> <p><b>Critical Vocabulary:</b> knot, indulge, shudder, jar, ominous – pg. 195</p> <p><b>Vocabulary Strategy:</b> Specialized Vocabulary – pg. 195</p> <p><b>Language Conventions:</b> Consistency in Style and Tone – pg. 196</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “A Night to Remember”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>					
The student will be able to analyze elements of narrative nonfiction, including how authors establish style and tone in their writing.					
<b>Required Text</b>					
<b>Anchor Text:</b> “A Night to Remember” by Walter Lord – pg. 185					



## ANCHOR TEXT TWO: INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.10 <i>Writing:</i> W.6.7, W.6.8 <i>Speaking and Listening:</i> SL.6.1 <i>Language:</i> L.6.3b, L.6.4a, L.6.4c, L.6.4d, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> knot, indulge, shudder, jar, ominous</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Critical Vocabulary for Close Reader:</b> expedition, innocuous, credentials, elucidate, nuanced, amalgam</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “On the Titanic, Defined by What They Wore” by Guy Trebay – pg. 196b</p> <p><b>Why This Text:</b> pg. 196b</p> <p><b>Background:</b> pg. 196b</p> <p><b>Setting a Purpose:</b> pg. 196b</p> <p><b>Close Read:</b> pgs. 196c-196f</p> <ul style="list-style-type: none"> <li>Analyze Meanings of Words and Phrases</li> <li>Read and Cite Text Evidence</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 196c – 196f</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 196d – 196f</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 196f</p>	<p><b>Close Reader:</b> “On the Titanic, Defined by What They Wore” by Guy Trebay – pg. 196b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Analyze meanings of words – pg. 196c</p> <p><b>For ELL Students:</b> pg. 196e &amp; 196f</p> <p><b>Enrichment: To Challenge Students:</b> pg. 196g</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 196g</p> <p><b>Dig Deeper:</b> pg. 196g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>My WriteSmart Performance Task -</b> Writing Activity: Research – pg. 194</p> <p><b>Selection Test:</b> “A Night to Remember”</p>
<b>Required Learning Targets</b>					
The student will be able to analyze elements of narrative nonfiction, including how authors establish style and tone in their writing.					
<b>Required Texts</b>					
<p><b>Support Anchor Text:</b> “A Night to Remember” by Walter Lord – pg. 185</p> <p><b>Close Reader:</b> “On the Titanic, Defined by What They Wore” by Guy Trebay – pg. 196b</p>					

**STORY– Media – from *Titanic at 100: Mystery Solved Documentary***

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.7  <i>Writing:</i> W.6.4, W.6.7  <i>Speaking and Listening:</i> SL.6.1, SL.6.2, SL.6.5</p>	<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 197 - 199</p> <ul style="list-style-type: none"> <li>• Interpret Diverse Media</li> <li>• Integrate Information</li> </ul> <p><b>Second Read:</b> pg. 199</p> <ul style="list-style-type: none"> <li>• Interpret Diverse Media</li> <li>• Integrate Information</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Vocabulary Support – pg. 197</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Style – pg. 199</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Create a Written Outline – pg. 200a            Elements of a Documentary – pg. 200b</p> <p><b>Enrichment:</b> Point-of-View Shots – pg. 200a            Interactive Whiteboard Lesson: Cite Evidence in a Presentation – pg. 200b</p>	<p><b>Analyze Media:</b> pg. 200</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice and Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyze Media</li> </ul> <p><b>Selection Test:</b> <i>Titanic at 100: Mystery Solved</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to understand the features and analyze the purpose of a documentary, as well as integrate its information with other sources.</p>					
<p><b>Required Media</b></p> <p><b>Media:</b> <i>Titanic at 100: Mystery Solved Documentary</i> by James Cameron – pg. 197a</p>					

**Media – from *Titanic at 100: Mystery Solved* Documentary INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.7  <i>Writing:</i> W.6.4, W.6.7  <i>Speaking and Listening:</i> SL.6.1, SL.6.2, SL.6.5</p>		<p><b>Focus Comprehension Strategy:</b> Summarize Information</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Dealing with Disaster” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Interpret Diverse Media</li> <li>• Integrate Information</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Dealing with Disaster” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyze Media:</b> pg. 200</p> <p><b>My WriteSmart Performance Task -</b> Media Activity: Multimedia Presentation – pg. 200</p> <p><b>Selection Test:</b> from <i>Titanic at 100: Mystery Solved</i></p>
<p><b>Required Learning Targets</b></p>					
<p>The student will be able to understand the features and analyze the purpose of a documentary, as well as integrate its information with other sources.</p>					
<p><b>Required Text/Media</b></p>					
<p><b>Support Media:</b> from <i>Titanic at 100: Mystery Solved</i> – pg. 197a</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text/Article</p>					

## WEEK SIX

### **CORE ENGLISH, READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessment:**

- **Collection Unit Three Assessment:** Summative Assessment
- **Collection Unit Three Performance Task:** Create a Multimedia Presentation – pg. 201

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only, supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

## 6<sup>th</sup> GRADE COLLECTIONS UNIT FOUR: MAKING YOUR VOICE HEARD

### ENGLISH LANGUAGE ARTS PACING 4 GUIDE

<b>Unit's Focus – <i>Making Your Voice Heard</i></b> – In this collection, students will explore the many ways people express their ideas--and themselves.	<b>Unit's Academic Vocabulary:</b> appropriate, authority, consequence, justify, legal
<b>Essential Question:</b> How crucial is self-expression in dealing with life's experiences?	<b>Assessments:</b> <ul style="list-style-type: none"> <li><b>Collection Unit Four Assessment:</b> Summative Assessment</li> <li><b>Collection Unit Four Performance Task:</b> Present an Argument in a Speech – pg. 247</li> </ul>
<b>Aligned Novel Choice:</b> <u>Hand in Hand</u> by Andrea Davis Pinkney & Brian Pinkney	
<b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b> <i>Reading Literature:</i> <b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. <b>RL.6.3</b> 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. <b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RL.6.5</b> 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.  <i>Reading Informational Text:</i> <b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>RI.6.8</b> 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. <b>RI.6.9</b> 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).  <i>Language:</i> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. <b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	

## STORY-"MY WONDER HORSE"

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6</p> <p><i>Writing:</i> W.6.2, W.6.6, W.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1e, L.6.4a, L.6.4d, L.6.5a, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea and Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 211-219</p> <ul style="list-style-type: none"> <li>• Determine Theme</li> <li>• Describe Stories: Conflict</li> <li>• Analyze Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Determine Theme – pg. 219</li> </ul> <p><b>Second Read:</b> pg. 219</p> <ul style="list-style-type: none"> <li>• Determine Theme</li> <li>• Describe Stories: Conflict</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 211</p> <p><b>When Students Struggle:</b> Comprehension of Internal and External Conflict – pg. 215</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Setting – pg. 217</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Theme – Level Up Tutorials - Theme – pg. 222a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Explain Point of View and Narrator – pg. 222a</p>	<p><b>Analyzing the Text:</b> pg. 220</p> <p><b>Critical Vocabulary:</b> lethargy, vigil, mandate, recoil, indignity, indomitable – pg. 221</p> <p><b>Vocabulary Strategy:</b> Interpret Figures of Speech in Context – pg. 221</p> <p><b>Language Conventions:</b> Improving Expression – pg. 222</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “My Wonder Horse”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>	The student will be able to interpret themes and identify internal and external conflict in the context of a short story.				
<b>Required Text</b>	“My Wonder Horse” by Sabine R. Ulibarri – pg. 211				

## STORY-"MY WONDER HORSE" INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6</p> <p><i>Writing:</i> W.6.2, W.6.6, W.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.1e,</p>	<p><b>Prior to the Core Selection and Close Reader / Additional Text</b></p> <p><b>Vocabulary – Front Load:</b> lethargy, vigil, mandate, recoil, indignity, indomitable</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea and Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> <i>Robinson Crusoe</i> by Daniel Defoe</p> <p><b>Why This Text:</b> Explain why <i>Robinson Crusoe</i> was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b> <i>Robinson Crusoe</i> by Daniel Defoe</p> <p><b><u>Differentiated Instruction</u></b> While</p>	<p><b>Analyzing the Text:</b> pg. 220</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Essay – pg. 220</p>

L.6.4a, L.6.4d, L.6.5a, L.6.6	<ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<ul style="list-style-type: none"> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Determine Theme</li> <li>Describe Stories: Conflict</li> <li>Analyze Language</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p>teaching <i>Robinson Crusoe</i> differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b></p> <p><b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Selection Test</b> - “My Wonder Horse”</p>
<b>Required Learning Target</b>					
The student will be able to interpret themes and identify internal and external conflict in the context of a short story.					
<b>Required Texts</b>					
<p><b>Support Text:</b> “My Wonder Horse” by Sabine R. Ulibarri</p> <p><b>Additional Text (Teacher’s Resources):</b> <i>Robinson Crusoe</i> by Daniel Defoe</p>					

**STORY-ANCHOR TEXT ONE: “WILD ANIMALS AREN’T PETS” & “LET PEOPLE OWN EXOTIC ANIMALS”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.8, RI.9  <i>Writing:</i> W.1, W.7  <i>Speaking and Listening:</i> SL.1  <i>Language:</i> L.2b, L4a, L5b, L6</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pgs. 223 &amp; 227</p> <p><b>Close Read:</b> pgs. 223-229</p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument</li> <li>• Analyze Language</li> <li>• Compare and Contrast: Arguments</li> <li>• Analyze the Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument - pg. 226</li> <li>• Analyze the Meaning of Words and Phrases – pg. 229</li> <li>• Part-to-Whole Analogies – pg. 231</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Trace and Evaluate an Argument – pg. 226</li> <li>• Analyze the Meaning of Words and Phrases – pg. 229</li> <li>• Compare and Contrast: Arguments – pg. 230</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Analyze Language – pg. 224</p> <p><b>When Students Struggle:</b> Loaded Words - pg. 228</p> <p><b>* Additional Extension Idea:</b> Identify use of fact and opinion in this selection. Which is more persuasive in this case?</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Compare and Contrast: Arguments – Level Up Tutorials - Elements of an Argument; Analyzing Arguments - pg. 232a</p> <p><b>Enrichment:</b> Paraphrase – pg. 232a</p>	<p><b>Analyzing the Text:</b> pgs. 226, 229, &amp; 230</p> <p><b>Critical Vocabulary:</b> exotic, dictate, menagerie, regulate – pg. 231</p> <p><b>Vocabulary Strategy:</b> Part-to-Whole Analogies – pg. 231</p> <p><b>Language Conventions:</b> Spell Words Correctly – pg. 232</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “Wild Animals Aren’t Pets” &amp; “Let People Own Exotic Animals”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to trace and evaluate an argument, analyze persuasive language, and compare and contrast two arguments on the same topic.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Anchor Text:</b> “Wild Animals Aren’t Pets” by USA Today – pg. 223</p> <p>“Let People Own Exotic Animals” by Zuzana Kukol – pg. 227</p>					



**STORY–ANCHOR TEXT ONE: “WILD ANIMALS AREN’T PETS” &  
“LET PEOPLE OWN EXOTIC ANIMALS” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.9  <i>Writing:</i> W.6.1, W.6.7  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.2b, L.6.4a, L.6.5b, L.6.6</p>	<p><b>Vocabulary – Front Load:</b> exotic, dictate, menagerie, regulate</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Close Reader Critical Vocabulary</b> – advocates, accredits, vastly, guarantee, charisma</p>	<p><b>Focus Comprehension Strategy:</b> Evaluate Author’s Purpose</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> Views on Zoos – pg. 232c</p> <p><b>Why This Text:</b> pg. 232b</p> <p><b>Background:</b> pg. 232b</p> <p><b>Setting a Purpose:</b> pg. 232b</p> <p><b>Strategies for Close Reading:</b> pgs. 232c-232f</p> <ul style="list-style-type: none"> <li>Compare and Contrast: Arguments</li> <li>Read and Cite Text Evidence</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 232c-232e</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 232d – 232e</p> <p><b>Reread and Discuss: Short Response:</b> pg. 232f</p>	<p><b>Close Reader:</b> Views on Zoos – pg. 232c</p> <p><b><u>Differentiated Instruction</u></b>  <b>When Students Struggle:</b> Analyze and Compare Arguments – pg. 232c</p> <p><b>For ELL Students:</b> pg. 232d</p> <p><b>Enrichment: To Challenge Students:</b> Research – pg. 232f</p> <p><b><u>Formative Assessment</u></b>  <b>Short Response:</b> pg. 232f</p> <p><b>Dig Deeper:</b> pg. 232g</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pgs. 226, 229, &amp; 230</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Essay – pg. 230</p> <p><b>Selection Test</b> - “Wild Animals Aren’t Pets” &amp; “Let People Own Exotic Animals”</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to trace and evaluate an argument, analyze persuasive language, and compare and contrast two arguments on the same topic</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “Wild Animals Aren’t Pets” – pg. 223 &amp; “Let People Own Exotic Animals” – pg. 227</p> <p><b>Close Reader:</b> Views on Zoos – pg. 232c</p>					

## STORY-“ELEVEN”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4</p> <p><i>Speaking and Listening:</i> SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d</p> <p><i>Language:</i> L.6.2, L.6.4c, L.6.5c, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 223-237</p> <ul style="list-style-type: none"> <li>• Describe Characters’ Responses</li> <li>• Analyze Word Choice</li> <li>• Analyze Dialogue</li> <li>• Analyze Word Choice and Tone</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Word Choice and Tone – pg. 237</li> <li>• Denotations and Connotations – pg. 239</li> </ul> <p><b>Second Read:</b> pg. 237</p> <ul style="list-style-type: none"> <li>• Analyze Word Choice and Tone</li> <li>• Describe Characters’ Responses</li> </ul>	<p><b><u>During Instruction</u></b></p> <p><b>Scaffolding for ELL Students:</b> Analyze Word Choice – pg. 233</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Point of View – pg. 235</p> <p><b>When Students Struggle:</b> Comprehension - pg. 236</p> <p><b><u>After Instruction</u></b></p> <p><b>Reteach:</b> Analyze Style – Level Up Tutorials - Author’s Style - pg. 240a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson - Characterization – pg. 240a</p>	<p><b>Analyzing the Text:</b> pg. 238</p> <p><b>Critical Vocabulary:</b> rattle, raggedy, alley, invisible – pg. 239</p> <p><b>Vocabulary Strategy:</b> Denotations and Connotations – pg. 239</p> <p><b>Language Conventions:</b> Punctuating Dialogue – pg. 240</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test:</b> “Eleven”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>	The student will be able to analyze an author’s style, tone, and characterization in a short story.				
<b>Required Text</b>	“Eleven” by Sandra Cisneros – pg. 233				

## STORY-“ELEVEN” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.3, RL.6.4</p> <p><i>Speaking and Listening:</i> SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d</p> <p><i>Language:</i> L.6.2, L.6.4c, L.6.5c, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> rattle, raggedy, alley, invisible</p> <ul style="list-style-type: none"> <li>• Utilize WordSharp: Interactive Vocabulary</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Analyze Character</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> </ul>	<p><b>Close Reader:</b> “What Do Fish Have to Do with Anything?” by Avi</p> <p><b>Why This Text:</b> pg. 240b</p> <p><b>Background:</b> pg. 240b</p> <p><b>Strategies for Close</b></p>	<p><b>Close Reader:</b> “What Do Fish Have to Do with Anything?” by Avi</p> <p><b><u>Differentiated Instruction</u></b></p> <p><b>When Students Struggle:</b> pg. 240c</p> <p><b>For ELL Students:</b> pgs.</p>	<p><b>Analyzing the Text:</b> pg. 238</p> <p><b>My WriteSmart Performance Task – Speaking Activity: Discussion – pg. 238</b></p> <p><b>Selection Test:</b> “Eleven”</p>

<p>The student will be able to analyze an author’s style, tone, and characterization in a short story.</p>	<p>Tutor</p> <p><b>Critical Vocabulary for Close Reader:</b> preoccupied, manicured, vaguely, threshold, contemplate, intently</p>	<ul style="list-style-type: none"> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Reading:</b> pg. 240c</p> <ul style="list-style-type: none"> <li>• Describe Characters’ Reactions</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 240c – 240j</p>	<p>240e, 240g, &amp; 240h</p> <p><b>Enrichment: To Challenge Students:</b> pg. 240k</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> pg. 240k</p>	
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “Eleven” by Sandra Cisneros</p> <p><b>Close Reader:</b> “What Do Fish Have to Do with Anything?” by Avi – pg 240b</p>			<p><b>Reread and Cite Text Evidence:</b> pgs. 240d – 240k</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 240h</p>	<p><b>Dig Deeper:</b> pg. 240k</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

**STORY–“A VOICE” & “WORDS LIKE FREEDOM”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.9 <i>Writing:</i> W.6.3d <i>Speaking and Listening:</i> SL.6.1</p>	<p><b>Focus Comprehension Strategy:</b> Interpret Figurative Language</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 242-245</p> <ul style="list-style-type: none"> <li>• Determine the Meaning of Figurative Language</li> <li>• Analyze Tone</li> <li>• Explain Speaker</li> </ul> <p><b>Strategies for Annotation:</b> pg. 245</p> <ul style="list-style-type: none"> <li>• Determine the Meaning of Figurative Language</li> </ul> <p><b>Second Read:</b> pg. 245</p> <ul style="list-style-type: none"> <li>• Determine the Meaning of Figurative Language</li> <li>• Analyze Tone</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 241</p> <p><b>When Students Struggle:</b> Tone vs. Feelings – pg. 243</p> <p><b>Enrichment: To Challenge Students:</b> Author’s Perspective – pg. 244</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Interactive Whiteboard Lesson: Determine Meaning: Imagery – pg. 246a Determine Meaning: Figurative Language – pg. 246b</p> <p><b>Enrichment:</b> Analyze Style – pg. 246a Interactive Whiteboard Lesson: Determine Theme – pg. 246b</p>	<p><b>Analyzing the Text:</b> pg. 246</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “A Voice” &amp; “Words Like Freedom”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will learn how to identify figurative language and analyze tone in poetry.</p>					
<p><b>Required Texts</b></p> <p>“A Voice” by Pat Mora – pg. 240 &amp; “Words Like Freedom” by Langston Hughes – pg. 241</p>					

## STORY–“A VOICE” & “WORDS LIKE FREEDOM” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Literature:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.6, RI.6.9 <i>Writing:</i> W.6.3d <i>Speaking and Listening:</i> SL.6.1</p>		<p><b>Focus Comprehension Strategy:</b> Interpret Figurative Language</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “Barbara Frietchie” by John Greenleaf Whittier</p> <p><b>Why This Text:</b> Explain why “Barbara Frietchie” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Determine the Meaning of Figurative Language</li> <li>• Analyze Tone</li> <li>• Explain Speaker</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Additional Text (Teacher’s Resources):</b> “Barbara Frietchie” by John Greenleaf Whittier</p> <p><b><u>Differentiated Instruction</u></b> While teaching “Barbara Frietchie” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessment</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 246</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Poem – pg. 246</p> <p><b>Selection Test:</b> “A Voice” &amp; “Words Like Freedom”</p>
<b>Required Learning Target</b>					
The student will learn how to identify figurative language and analyze tone in poetry.					
<b>Required Texts</b>					
<p><b>Support the Text:</b> “A Voice” by Pat Mora &amp; “Words Like Freedom” by Langston Hughes</p> <p><b>Additional Text (Teacher’s Resources):</b> “Barbara Frietchie” by John Greenleaf Whittier</p>					

## WEEK SIX

### STORY READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit Four Assessment:** Summative Assessment
- **Collection Unit Four Performance Task:** Present an Argument in a Speech – pg. 247

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

## 6<sup>TH</sup> GRADE COLLECTIONS UNIT FIVE: DECISIONS THAT MATTER

### ENGLISH LANGUAGE ARTS PACING 5 GUIDE

<p><b>Unit’s Focus – <i>Decisions That Matter</i>:</b> In this collection, you will explore how and why people make certain choices in their lives.</p>	<p><b>Unit’s Academic Vocabulary:</b> achieve, individual, instance, outcome, principle</p>
<p><b>Essential Question:</b>  <span style="color: #4a7ebb;">How do our past and present choices affect our future?</span></p>	
<p><b>Aligned Novel Choice:</b> <u>Lincoln’s Grave Robbers</u> by Steve Sheinkin</p>	<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li><b>Collection Unit Five Assessment:</b> Summative Assessment</li> <li><b>Collection Unit Five Performance Task:</b> Write a Personal Narrative – pg. 303</li> </ul>
<p><b>Learning Goals for the Unit’s Pre &amp; Post Assessments:</b></p> <p><i>Reading Literature:</i></p> <p><b>RL.6.3</b> 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.</p> <p><b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.5</b> 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.</p> <p><b>RL.6.7</b> 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.</p> <p><i>Reading Informational Text:</i></p> <p><b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI.6.5</b> 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.</p> <p><b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visual, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.6.9</b> 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).</p> <p><i>Language:</i></p> <p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="margin-left: 20px;"><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking reading, or listening.</p> <p style="margin-left: 20px;"><b>a.</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="margin-left: 20px;"><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	

**STORY – ANCHOR TEXT ONE: FROM IT WORKED FOR ME: IN LIFE AND LEADERSHIP**  
**FROM COLIN POWELL: MILITARY LEADER**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9</p> <p><i>Writing:</i> W.6.9b</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.4, SL.6.6</p> <p><i>Language:</i> L.6.1d, L.6.4a, L.6.5b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pgs. 253 &amp; 260</p> <p><b>Close Read:</b> pgs. 253-267</p> <ul style="list-style-type: none"> <li>• Analyze Text: Memoir</li> <li>• Analyze Text: Biography</li> <li>• Compare and Contrast: Biography and Memoir</li> <li>• Primary and Secondary Sources</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Memoir – pg. 259</li> <li>• Analyze Text: Biography – pg. 266</li> <li>• Analogies – pg. 269</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Text: Biography – pg. 266</li> <li>• Analyze Texts: Sources – pg. 267</li> <li>• Compare and Contrast: Memoir and Biography – pg. 267</li> </ul>	<p><b><u>During Instruction</u></b>  <b>Scaffolding for ELL Students:</b> Analyze Text – pgs. 254 &amp; 261</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Language – pg. 256 Analyze Text – pg. 262</p> <p><b>When Students Struggle:</b> Communication - pg. 258 &amp; Compare and Contrast a biography and a memoir - pg. 263</p> <p><b><u>After Instruction</u></b>  <b>Reteach:</b> Compare and Contrast: Memoir and Biography – Level Up Tutorials - Author’s Purpose; Biographies and Autobiographies – pg. 270a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Analyze Tone – pg. 270a</p>	<p><b>Analyzing the Text:</b> pg. 268</p> <p><b>Critical Vocabulary:</b> claustrophobic, precarious, prestigious, priority, allure, perseverance – pg. 269</p> <p><b>Vocabulary Strategy:</b> Analogies – pg. 269</p> <p><b>Language Conventions:</b> Correct Vague Pronouns – pg. 270</p> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analogies – pg. 269</li> </ul>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test -</b> from <i>It Worked for Me: In Life and Leadership</i> &amp; from <i>Military Leader</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to identify elements of a memoir and of a biography, analyze sources, and compare and contrast two genres on the same subject.</p>					
<p><b>Required Texts</b></p> <p><b>Anchor Text:</b> from <i>It Worked for Me: In Life and Leadership</i> by Colin Powell – pg. 253</p> <p>from <i>Colin Powell: Military Leader</i> by Warren Brown – pg. 260</p>					



**ANCHOR TEXT ONE: FROM IT WORKED FOR ME: IN LIFE AND LEADERSHIP**  
**FROM COLIN POWELL: MILITARY LEADER INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.9  <i>Writing:</i> W.6.9b  <i>Speaking and Listening:</i> SL.6.1, SL.6.4, SL.6.6  <i>Language:</i> L.6.1d, L.6.4a, L.6.5b, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b>            claustrophobic, precarious, prestigious, priority, allure, perseverance – pg. 269</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Vocabulary for Close Reader:</b> <i>Every Day Is a New Day:</i> indigenous, sovereignty, eclectic, watershed, depose, galvanize</p> <p><b>Vocabulary for Close Reader:</b> “Community Hero: Chief Wilma Mankiller”: renovation, vindicate, obligate</p>	<p><b>Focus Comprehension Strategy:</b>            Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>“Close Reader”</b>            “Community Hero: Chief Wilma Mankiller” by Susan Abbey – pg. 270c</p> <p><i>Every Day Is a New Day</i> by Wilma Mankiller – pg. 270e</p> <p><b>Why This Text:</b> pg. 270b</p> <p><b>Background:</b> pg. 270b</p> <p><b>Setting a Purpose:</b> pg. 270b</p> <p><b>Close Reading:</b> pg. 270c</p> <ul style="list-style-type: none"> <li>Compare and contrast: Biography and Autobiography</li> </ul> <p><b>Read and Cite Text Evident:</b> pgs. 270c - 270g</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 270d , 270e &amp; 270g</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 270h</p>	<p><b>“Close Reader”</b>            “Community Hero: Chief Wilma Mankiller” by Susan Abbey – pg. 270c</p> <p><i>Every Day Is a New Day</i> by Wilma Mankiller – pg. 270e</p> <p><b><u>Differentiated Instruction For ELL Students:</u></b> pgs. 270d, 270f, &amp; 270g</p> <p><b>Enrichment: To Challenge Students:</b> pg. 270h</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> pg. 270h</p> <p><b>Dig Deeper:</b> pg. 270i</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 268</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Speech – pg. 268</p> <p><b>Selection Test -</b> from <i>It Worked for Me: In Life and Leadership</i> &amp; from <i>Military Leader</i></p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to identify elements of a memoir and of a biography, analyze sources, and compare and contrast two genres on the same subject.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b>  <i>It Worked for Me: In Life and Leadership</i> by Colin Powell &amp; <i>Colin Powell: Military Leader</i> by Warren Brown</p> <p><b>Close Reader:</b>            “Community Hero: Chief Wilma Mankiller” by Susan Abbey – pg. 270c  <i>Every Day Is a New Day</i> by Wilma Mankiller – pg. 270</p>					

## STORY – “The First Day of School”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5</p> <p><i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2e, W.6.2f, W.6.9a, W.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language</i> L.6.3a, L.6.4a, L.6.4c, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 271-277</p> <ul style="list-style-type: none"> <li>• Determine Meanings: Mood</li> <li>• Make Inferences</li> <li>• Language Conventions: Varying Sentence Patterns</li> <li>• Describe Stories: Flashback</li> <li>• Describe Stories: Character</li> <li>• Determine Meanings of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 272 &amp; 277</p> <ul style="list-style-type: none"> <li>• Determine Meanings: Mood</li> <li>• Determine Meanings of Words and Phrases</li> </ul> <p><b>Second Read:</b> pg. 277</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> <li>• Describe Stories: Flashback</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Fluent Reading – pg. 271</p> <p><b>When Students Struggle:</b> Analysis and Comprehension – pg. 274</p> <p><b>* Additional Extension Idea:</b> What is the effect of the selection ending with their mother’s familiar, “Behave yourselves,” rather than at a different point? – pg. 276</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Meaning: Mood – Level Up Tutorials - Setting and Mood – pg. 280a</p> <p><b>Enrichment:</b> Analyze Structure: Foreshadowing – pg. 280a</p>	<p><b>Analyzing the Text:</b> pg. 278</p> <p><b>Critical Vocabulary:</b> resentment, lament, stealthily, linger, serene, poised</p> <p><b>Vocabulary Strategy:</b> Using a Thesaurus – pg. 279</p> <p><b>Language Conventions:</b> Varying Sentence Patterns – pg. 280</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “The First Day of School”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Targets</b>					
<p>The student will be able to determine and analyze mood and describe flashback in a short story.</p>					
<b>Required Text</b>					
<p>“The First Day of School” by R.V. Cassill – pg. 271</p>					

**“The First Day of School” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5 <i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2e, W.6.2f, W.6.9a, W.6.10 <i>Speaking and Listening:</i> SL.6.1 <i>Language</i> L.6.3a, L.6.4a, L.6.4c, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> resentment, lament, stealthily, linger, serene, poised</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “A Psalm of Life” by Henry Wadsworth Longfellow</p> <p><b>Why This Text:</b> Explain why “A Psalm of Life” was selected.</p>	<p><b>Additional Text (Teacher’s Resources):</b> “A Psalm of Life” by Henry Wadsworth Longfellow</p> <p><b><u>Differentiated Instruction</u></b> While teaching “A Psalm of Life” differentiate the instruction to meet the needs of your students.</p>	<p><b>Analyzing the Text:</b> pg. 278</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Essay – pg. 278</p> <p><b>Selection Test –</b> “The First Day of School!”</p>
<p><b>Required Learning Targets</b></p>					
<p>The student will be able to determine and analyze mood and describe flashback in a short story.</p>					
<p><b>Required Text</b></p>					
<p><b>Support the Text:</b> “The First Day of School” by R.V. Cassill</p> <p><b>Additional Text (Teacher’s Resources):</b> “A Psalm of Life” by Henry Wadsworth Longfellow</p>			<p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Setting a Purpose</li> <li>Determine Meaning of Words and Phrases</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

## STORY – “THE ROAD NOT TAKEN”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Applications of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5 RL.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.1a, SL.6.1b, SL.6.1d</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 281-283</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> <li>• Determine Theme</li> </ul> <p><b>Strategies for Annotation:</b> pg. 283</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> </ul> <p><b>Second Read:</b> pg. 283</p> <ul style="list-style-type: none"> <li>• Determine Theme</li> <li>• Analyze Structure</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Structure: - pg. 281</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Theme – Level Up Tutorial - Theme; Symbol – pg. 284a</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Determine Meaning: Imagery – pg. 284a</p>	<p><b>Analyzing the Text:</b> pg. 284</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “The Road Not Taken”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze the structure of a poem and how poets use symbols and structure to convey a theme.					
<b>Required Text</b>					
<b>Text:</b> “The Road Not Taken” by Robert Frost – pg. 281					

## “THE ROAD NOT TAKEN” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5 RI.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.1a, SL.6.1b, SL.6.1d</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “Lucinda Matlock” by Edgar Lee Masters</p> <p><b>Why This Text:</b> Explain why “Lucinda Matlock” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Determine Meaning of Words and Phrases</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “Lucinda Matlock” by Edgar Lee Masters</p> <p><b><u>Differentiated Instruction</u></b> While teaching “Lucinda Matlock”, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b></p>	<p><b>Analyzing the Text:</b> pg. 284</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion – pg. 284</p> <p><b>Selection Test:</b> “The Road Not Taken”</p>
<b>Required Learning Targets</b>					
The student will be able to analyze the structure of a poem and how poets use symbols and structure to convey a theme.					

<p><b>Required Texts</b></p>		<p>Notebooks</p> <ul style="list-style-type: none"> <li>• Step Backs</li> </ul>	<p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	
<p><b>Support the Anchor Text:</b> “The Road Not Taken” by Robert Frost</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## STORY – ANCHOR TEXT TWO: “PAUL REVERE’S RIDE”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7, RL.6.9</p> <p><i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.4, W.6.9, W.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 285</p> <p><b>Close Read:</b> pgs. 285-291</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> <li>• Analyze Meaning: Mood</li> <li>• Describe Stories: Plot</li> <li>• Compare and Contrast: Stories and Poems</li> </ul> <p><b>Strategies for Annotation:</b> pg. 291</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> </ul> <p><b>Second Read:</b> pg. 291</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Language – pg. 286</p> <p><b>When Students Struggle:</b> Sequence of Events – pg. 289</p> <p><b>* Additional Extension Idea:</b> Read the article, “On this Day” at <a href="http://www.findingdulcinea.com/news/on-this-day/March-April-08/Paul-Revere-Begins-Midnight-Ride.html">http://www.findingdulcinea.com/news/on-this-day/March-April-08/Paul-Revere-Begins-Midnight-Ride.html</a>. Why do you think Longfellow chose to change some of the facts about Paul Revere’s ride? What effect did these changes have to the emotion of the poem?</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyze Structure: Narrative Poetry Level Up Tutorials - Narrative Poetry – pg. 292a</p> <p><b>Enrichment:</b> Compare and Contrast Two Versions of a Poem – pg. 292a</p>	<p><b>Analyzing the Text:</b> pg. 292</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test:</b> “Paul Revere’s Ride”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze the elements of narrative poetry, including the characters, setting, and plot.					
<b>Required Text</b>					
<b>Anchor Text:</b> “Paul Revere’s Ride” by Henry Wadsworth Longfellow – pg. 285					

## ANCHOR TEXT TWO: “PAUL REVERE’S RIDE” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7, RL.6.9</p> <p><i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.4, W.6.9, W.6.10</p> <p><i>Speaking and Listening:</i> SL.6.1</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary for Close Reader</b> – yoke, incinerate</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader</b> “The Light – Ah! The Light” by Joyce Sidman – pg. 292b</p> <p><b>Why This Text:</b> pg. 292b</p> <p><b>Background:</b> pg. 292b</p> <p><b>Setting a Purpose:</b> pg. 292b</p> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure: Narrative Poetry</li> </ul> <p><b>Read &amp; Reread – Cite Text Evidence:</b> pgs. 292c-292d</p>	<p><b>Close Reader</b> “The Light – Ah! The Light” by Joyce Sidman – pg. 292b</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> Determine the narrative elements of a poem – pg. 292c</p> <p><b>For ELL:</b> pg. 292d</p> <p><b>Enrichment: To Challenge Students:</b> pg. 292d</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pg. 292d</p> <p><b>Dig Deeper:</b> pg. 292c</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 292</p> <p><b>My WriteSmart Performance Task</b> – Writing Activity: Analysis – pg. 292</p> <p><b>Selection Test:</b> “Paul Revere’s Ride”</p>
<b>Required Learning Targets</b>					
The student will be able to analyze the elements of narrative poetry, including the characters, setting, and plot.					
<b>Required Texts</b>					
<p><b>Support the Anchor Text:</b> “Paul Revere’s Ride” by Henry Wadsworth Longfellow – pg. 285</p> <p><b>Close Reader:</b> “The Light – Ah! The Light” by Joyce Sidman – pg. 292b</p>					

**STORY – “ON DOOMED FLIGHT, PASSENGERS VOWED TO PERISH FIGHTING” & “MEMORIAL IS UNVEILED FOR HEROES OF FLIGHT 93”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7</p> <p><i>Writing:</i> W.6.8</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.2, SL.6.4, SL.6.5</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 293-300</p> <ul style="list-style-type: none"> <li>• Analyze Text</li> <li>• Analyze Structure</li> <li>• Analyze Meaning</li> <li>• Integrate Information</li> <li>• Make Inferences</li> <li>• Analyzing the Media</li> <li>• Interpret Information</li> </ul> <p><b>Strategies for Annotation:</b> pgs. 297 &amp; 299</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> </ul> <p><b>Second Read:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pg. 299</li> <li>• Interpret Information – pg. 301</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL</b> <b>Students:</b> Language Support – pg. 293</p> <p><b>When Students Struggle:</b> Making Connections – pg. 295</p> <p><b>* Additional Extension Idea:</b> What are the advantages and disadvantages of how technology has enabled us to piece together events on Flight 93?</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Draw Conclusions – pg. 302a Interactive Graphic Organizer – pg. 302a Integrate Information – pg. 302b</p> <p><b>Enrichment:</b> Evaluate Sources – pg. 302a Interactive Lesson – pg. 302a Interactive Whiteboard Lesson: Citing Textual Evidence – pg. 302b</p>	<p><b>Analyzing the Media:</b> pgs. 299 &amp; 301</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Media</li> </ul> <p><b>Selection Test:</b> “On Doomed Flight, Passengers Vowed to Perish Fighting” and “Memorial Is Unveiled for Heroes of Flight 93”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Targets</b></p> <p>The student will be able to analyze the elements of a news report, as well as integrate information in different media.</p>					
<p><b>Required Text / Media</b></p> <p>“On Doomed Flight, Passengers Vowed to Perish Fighting” by Jodi Wilgoren and Edward Wong – pg. 294</p> <p>“Memorial Is Unveiled for Heroes of Flight 93” - TV Newscast by CBS News – pg. 300</p>					



**“ON DOOMED FLIGHT, PASSENGERS VOWED TO PERISH FIGHTING” &  
“MEMORIAL IS UNVEILED FOR HEROES OF FLIGHT 93” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7 <i>Writing:</i> W.6.8 <i>Speaking and Listening:</i> SL.6.1, SL.6.2, SL.6.4, SL.6.5</p>		<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “Decisions That Matter” collection that supports Ohio’s New Learning Standards.</p>	<p><b>FYI Selection:</b> Choose a selection from the “Decisions That Matter” collection that supports Ohio’s New Learning Standards.</p>	<p><b>Analyzing the Media:</b> pgs. 299 &amp; 301</p>
<p><b>Required Learning Targets</b></p>					
<p>The student will be able to analyze the elements of a news report, as well as integrate information in different media.</p>			<p><b>Why This Text:</b> Explain why this FYI selection was selected.</p>	<p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet needs of your students.</p>	<p><b>My WriteSmart Performance Task –</b> Media Activity: Commentary – pg. 302</p>
<p><b>Required Text/ Media</b></p>				<p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p>	<p><b>Selection Test:</b> “On Doomed Flight, Passengers Vowed to Perish Fighting” &amp; “Memorial Is Unveiled for Heroes of Flight 93”</p>
<p><b>Support the Text:</b> “On Doomed Flight, Passengers Vowed to Perish Fighting” News Article by Jodi Wilgoren and Edward Wong</p> <p>“Memorial Is Unveiled for Heroes of Flight 93” TV Newscast by CBS News</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>				<p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

## WEEK SIX

### **ENGLISH AND CORE INTERVENTION – UNIT TEST & PERFORMANCE TASK**

**Summative Assessments:**

- **Collection Unit Five Assessment:** Summative Assessment
- **Collection Unit Five Performance Task:** Write a Personal Narrative – pg. 303

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**

# 6<sup>TH</sup> GRADE COLLECTIONS UNIT SIX: WHAT TALES TELL

## ENGLISH LANGUAGE ARTS PACING 6 GUIDE

<b>Unit's Focus - <i>What Tales Tell</i>:</b> In this collection, students will explore how traditional stories reveal the values of a culture.	<b>Unit's Academic Vocabulary:</b> emphasize, occur, period, relevant, tradition
<b>Essential Question:</b> How can you determine the values of a culture based upon its oral and written collections?	<b>Assessments:</b> <ul style="list-style-type: none"><li>• <b>Collection Unit Six Assessment:</b> Summative Assessment</li><li>• <b>Collection Unit Six Performance Task:</b> Write a Literary Analysis – pg. 373</li></ul>
<b>Learning Goals for the Unit's Pre &amp; Post Assessments:</b> <i>Reading Literature:</i> <b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. <b>RL.6.3</b> 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. <b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>RL.6.5</b> 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. <b>RL.6.9</b> 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.  <i>Reading Informational Text:</i> <b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>RI.6.5</b> 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.  <i>Language:</i> <b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"><li>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.</li></ul> <b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"><li>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li><li>b. Spell correctly.</li></ul> <b>L.6.4</b> 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. <ul style="list-style-type: none"><li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li></ul> <b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"><li>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li></ul>	

**STORY – ANCHOR TEXT ONE: FROM *BLACK SHIPS BEFORE TROY: THE STORY OF THE ILIAD***

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5 <i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.9a, W.6.10 <i>Speaking and Listening:</i> SL.6.1 <i>Language:</i> L.6.2b, L.6.4a, L.6.5b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 313</p> <p><b>Close Read:</b> pgs. 313-327</p> <ul style="list-style-type: none"> <li>• Describe Stories: Myth</li> <li>• Determine Theme</li> <li>• Make Inferences</li> <li>• Determine Meanings: Figurative Language</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Describe Stories: Myth – pgs. 317 &amp; 322</li> <li>• Determine Theme – pg. 327</li> </ul> <p><b>Second Read:</b> pg. 327</p> <ul style="list-style-type: none"> <li>• Describe Stories: Myth</li> <li>• Determine Theme</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Paraphrase Text – pg. 314</p> <p><b>When Students Struggle:</b> Sequence Chart – pg. 319 Conflict/Resolution Chart – pg. 323</p> <p><b>Enrichment: To Challenge Students:</b> Describe Character – pg. 321</p>	<p><b>Analyzing the Text:</b> pg. 328</p> <p><b>Critical Vocabulary:</b> weary, summons, conceal, despair, pestilence, brood – pg. 329</p> <p><b>Vocabulary Strategy:</b> Cause-to-Effect Analogies – pg. 329</p> <p><b>Language Conventions:</b> Spell Words Correctly – pg. 330</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to describe literary elements and determine themes in a Greek myth.</p>					
<p align="center"><b>Required Text</b></p>					
<p><b>Anchor Text:</b> from <i>Black Ships Before Troy: The Story of the Iliad</i> by Rosemary Sutcliffe – pg. 313</p>			<p><b><u>After Instruction</u></b> <b>Reteach:</b> Describe Stories: Myth – Level Up Tutorials - Myths, Legends, and Tales – pg. 330a</p> <p><b>Enrichment:</b> Understand Archaic Language – pg. 330a</p>		<p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions: Spell Words Correctly</li> </ul> <p><b>Selection Test:</b> from <i>Black Ships Before Troy: The Story of the Iliad</i></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>

**ANCHOR TEXT ONE: FROM *BLACK SHIPS BEFORE TROY: THE STORY OF THE ILIAD* INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5  <i>Writing:</i> W.6.2, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, W.6.9a, W.6.10  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.2b, L.6.4a, L.6.5b, L.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> weary, summons, conceal, despair, pestilence, brood</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul> <p><b>Vocabulary for Close Reader:</b> descend, hover, wrath</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>Close Reader:</b> “Medusa’s Head” by Olivia Coolidge – pg. 313  “Medusa” by Agha Shahid Ali - pg. 330b</p> <p><b>Why This Text:</b> pg. 330b</p> <p><b>Background:</b> pg. 330b</p> <p><b>Setting a Purpose:</b> pg. 330b</p>	<p><b>Close Reader:</b> “Medusa’s Head” by Olivia Coolidge – pg. 313  “Medusa” by Agha Shahid Ali - pg. 330b</p> <p><b><u>Differentiated Instruction</u></b>  <b>When Students Struggle:</b> pgs. 330e &amp; 330h</p> <p><b>For ELL Students:</b> pgs. 330e, 330h, &amp; 330i</p>	<p><b>Analyzing the Text:</b> pg. 328</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Analysis – pg. 328</p> <p><b>Selection Test -</b> from <i>Black Ships Before Troy: The Story of the Iliad</i></p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to describe literary elements and determine theme.</p>					
<p align="center"><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> from <i>Black Ships Before Troy: The Story of the Iliad</i> by Rosemary Sutcliffe – pg. 313</p> <p><b>Close Reader:</b> “Medusa’s Head” by Olivia Coolidge &amp; “Medusa” by Agha Shahid Ali - pg. 330</p>			<p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>Determine Theme</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 330d – 330e; 330g - 330i</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 330d – 330h</p> <p><b>Reread and Discuss Using Text Evidence:</b> pg. 330j</p>	<p><b>Enrichment: To Challenge Students:</b> History Channel - pg. 330j</p> <p><b><u>Formative Assessments</u></b>  <b>Short Response:</b> pg. 330j</p> <p><b>Dig Deeper:</b> pg. 330k</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	

**STORY – “THE APPLE OF DISCORD I”**

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10</p> <p><i>Speaking and Listening:</i> SL.6.4, SL.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Compare &amp; Contrast</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 331-333</p> <ul style="list-style-type: none"> <li>• Compare and Contrast Genres</li> <li>• Determine Meanings: Tone</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Strategies for Annotation:</b> pg. 333</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> </ul> <p><b>Second Read:</b> pg. 333</p> <ul style="list-style-type: none"> <li>• Determine Meanings of Words and Phrases</li> <li>• Compare and Contrast Genres</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Analyze Language - pg. 331</p> <p><b>When Students Struggle:</b> Similarities and Differences Chart – pg. 332</p> <p><b>* Additional Extension Idea:</b> Do you find this poem humorous? Why or why not?</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Determine Meanings of Words and Phrases: Parody – Level Up Tutorial - Tone - pg. 334a</p> <p><b>Enrichment:</b> Analyze Language: Symbol – pg. 334a</p>	<p><b>Analyzing the Text:</b> pg. 334</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b> Analyzing the Text</p> <p><b>Selection Test</b> - “The Apple of Discord I”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to understand and identify the elements of a parody and learn to compare and contrast texts in different genres.</p>					
<p align="center"><b>Required Text</b></p>					
<p>“The Apple of Discord I” by Kate Hovey – pg. 331</p>					

## STORY – “THE APPLE OF DISCORD I” INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Literature:</i> RI.6.1, RI.6.2, RI.6.4, RI.6.5, RI.6.6, RI.6.9, RI.6.10</p> <p><i>Speaking and Listening:</i> SL.6.4, SL.6.6</p>		<p><b>Focus Comprehension Strategy:</b> Compare &amp; Contrast</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Additional Text (Teacher’s Resources):</b> “The Walrus and the Carpenter” by Lewis Carroll</p> <p><b>Why This Text:</b> Explain why “The Walrus and the Carpenter” was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>• Compare and Contrast Genres</li> <li>• Determine Meanings: Tone</li> <li>• Determine Meaning of Words and Phrases</li> </ul> <p><b>Read / Reread / Discuss and Cite Text Evidence</b></p>	<p><b>Additional Text (Teacher’s Resources):</b> “The Walrus and the Carpenter” by Lewis Carroll</p> <p><b><u>Differentiated Instruction</u></b> While teaching “The Walrus and the Carpenter” differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 334</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Speech – pg. 334</p> <p><b>Selection Test –</b> “The Apple of Discord I”</p>
<b>Required Learning Target</b>					
The student will be able to understand and identify the elements of a parody and learn to compare and contrast texts in different genres.					
<b>Required Texts</b>					
<p><b>Support the Text:</b> “The Apple of Discord I” by Kate Hovey – pg. 331</p> <p><b>Additional Text (Teacher’s Resources):</b> “The Walrus and the Carpenter” by Lewis Carroll</p>					

## STORY – “YEH-SHEN: A CINDERELLA STORY FROM CHINA”

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Applications of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.9</p> <p><i>Writing:</i> W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e</p> <p><i>Speaking and Listening:</i> SL.6.1</p> <p><i>Language:</i> L.6.2b, L.6.4a, L.6.4c, L6.6</p>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 335-341</p> <ul style="list-style-type: none"> <li>• Describe Stories: Folk Tales</li> <li>• Describe Stories: Foreshadowing</li> <li>• Make Inferences</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Describe Stories: Folk Tales – pg. 339</li> <li>• Describe Stories: Foreshadowing – pg. 341</li> </ul> <p><b>Second Read:</b> pg. 341</p> <ul style="list-style-type: none"> <li>• Describe Stories: Folk Tales</li> <li>• Describe Stories: Foreshadowing</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Analyze Language - pg. 336</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Point of View – pg. 338</p> <p><b>When Students Struggle:</b> Cause and Effect Chart – pg. 340</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Describe Stories: Foreshadowing – Level Up Tutorial - Suspense and Foreshadowing - pg. 341</p> <p><b>Enrichment:</b> Interactive Whiteboard Lesson: Summarize Text – pg. 344a</p>	<p><b>Analyzing the Text:</b> pg. 342</p> <p><b>Critical Vocabulary:</b> collapse, banquet, glisten, entrance, undaunted, timid – pg. 343</p> <p><b>Vocabulary Strategy:</b> Using a Glossary – pg. 343</p> <p><b>Language Conventions:</b> Spell Words Correctly – pg. 344</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions</li> </ul> <p><b>Selection Test</b> - “Yeh-Shen: A Cinderella Story from China”</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to describe characteristics of folk tales, as well as analyze the use of foreshadowing.</p>					
<p><b>Required Text</b></p>					
<p>“Yeh-Shen: A Cinderella Story from China” by Ai-Ling Louie – pg. 335</p>					



**“YEH-SHEN: A CINDERELLA STORY FROM CHINA” INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Performance Task Summative Assessments
<p><i>Reading Literature:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.9  <i>Writing:</i> W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e  <i>Speaking and Listening:</i> SL.6.1  <i>Language:</i> L.6.2b, L.6.4a, L.6.4c, L6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> collapse, banquet, glisten, entrance, undaunted, timid</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Make Inferences</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “What Tales Tell” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Describe Stories: Folk Tales</li> <li>Describe Stories: Foreshadowing</li> <li>Make Inferences</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “What Tales Tell” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 342</p> <p><b>My WriteSmart Performance Task –</b> Writing Activity: Narrative – pg. 342</p> <p><b>Selection Test –</b> “Yeh-Shen: A Cinderella Story from China”</p>
<p align="center"><b>Required Learning Target</b></p>					
<p>The student will be able to describe characteristics of folk tales, as well as analyze the use of foreshadowing.</p>					
<p align="center"><b>Required Text</b></p>					
<p><b>Support the Text:</b> “Yeh-Shen: A Cinderella Story from China”</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

**STORY – ANCHOR TEXT TWO: *THE PRINCE AND THE PAUPER***

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Application of Learning	Formative Assessments
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.4, SL.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Modeled Discussions:</b> pg. 345</p> <p><b>Close Read:</b> pgs. 345-361</p> <ul style="list-style-type: none"> <li>• Setting a Purpose</li> <li>• Describe Drama</li> <li>• Determine Meaning</li> <li>• Analyze Tone</li> <li>• Determine Theme</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Describe Drama - pgs. 352 &amp; 357</li> </ul> <p><b>Second Read:</b> pg. 361</p> <ul style="list-style-type: none"> <li>• Describe Drama</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL:</b> <b>Students:</b> Use Context Clues - pg. 346</p> <p><b>Enrichment: To Challenge Students:</b> Analyze Tone and Structure - pg. 349</p> <p><b>When Students Struggle:</b> Scene Chart - pg. 350 Context Clue Discussion - pg. 354</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Describe Elements of Drama – Level Up Tutorials - Elements of Drama - pg. 362a</p> <p><b>Enrichment:</b> Describe Drama: Characterization - pg. 362a</p>	<p><b>Analyzing the Text:</b> pg. 362</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> </ul> <p><b>Selection Test - <i>The Prince and the Pauper</i></b></p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<p><b>Required Learning Target</b></p> <p>The student will be able to describe the elements of drama in a play.</p>					
<p><b>Required Text</b></p> <p><b>Anchor Text:</b> <i>The Prince and the Pauper</i> by Mark Twain by Joellen Bland – pg. 345</p>					

## ANCHOR TEXT TWO: *THE PRINCE AND THE PAUPER* INTERVENTION

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessment	Support Core Selection
<p><i>Reading Literature:</i> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.4, SL.6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Critical Vocabulary for Close Reader:</b> majestic, gaudy, mockingly, interior, wistfully</p>	<p><b>Focus Comprehension Strategy:</b> Identify Main Idea &amp; Supporting Details</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Reader:</b> <i>The Prince and the Pauper</i> by Mark Twain <i>The Prince and the Pauper</i> by Joellen Bland <i>The Prince and the Pauper</i> by Marvel Comics</p> <p><b>Why This Text:</b> pg. 362b</p> <p><b>Background:</b> pg. 362b</p> <p><b>Setting a Purpose:</b> pg. 362b</p> <p><b>Close Reading:</b></p> <ul style="list-style-type: none"> <li>• Compare Versions of a Text – pg. 362c</li> </ul> <p><b>Read and Cite Text Evidence:</b> pgs. 362c – 362i</p> <p><b>Reread and Cite Text Evidence:</b> pgs. 362d, 362f – 362g &amp; 362i</p> <p><b>Reread and Discuss Using Text Evidence:</b> pgs. 362e, 362h, &amp; 362j</p>	<p><b>Close Reader:</b> <i>The Prince and the Pauper</i> by Mark Twain <i>The Prince and the Pauper</i> by Joellen Bland <i>The Prince and the Pauper</i> by Marvel Comics</p> <p><b><u>Differentiated Instruction</u></b> <b>When Students Struggle:</b> pg. 362c</p> <p><b>For ELL Students:</b> pgs. 362e, 362g, &amp; 362i</p> <p><b>Enrichment: To Challenge Students:</b> pg. 362j</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> pgs. 362f &amp; 362h</p> <p><b>Dig Deeper:</b> pg. 362k</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>Analyzing the Text:</b> pg. 362</p> <p><b>My WriteSmart Performance Task –</b> Speaking Activity: Dramatic Reading</p> <p><b>Selection Test - <i>The Prince and the Pauper</i></b></p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to describe the elements of drama in a play.</p>					
<p><b>Required Texts</b></p>					
<p><b>Support the Anchor Text:</b> “The Prince and the Pauper”-- Excerpt from novel by Mark Twain Dramatized by Joellen Bland</p> <p><b>Close Reader:</b> <i>The Prince and the Pauper</i> by Mark Twain <i>The Prince and the Pauper</i> by Joellen Bland <i>The Prince and the Pauper</i> by Marvel Comics</p>					

## STORY – THE ROLE OF MYTHS IN ANCIENT GREECE

Required Standards	Strategies	Critical Analysis	Differentiated Instruction	Applications of Learning	Formative Assessments
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7</p> <p><i>Speaking and Listening:</i> SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d</p> <p><i>Language:</i> L.6.2a, L.6.4a, L.6.4b, L.6.6</p>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul>	<p><b>Close Read:</b> pgs. 363-369</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> <li>• Cite Evidence</li> <li>• Integrate Information</li> </ul> <p><b>Strategies for Annotation:</b></p> <ul style="list-style-type: none"> <li>• Analyze Structure – pg. 365 &amp; 369</li> <li>• Cite Evidence – pg. 367</li> <li>• Latin Roots – pg. 371</li> </ul> <p><b>Second Read:</b> pg. 369</p> <ul style="list-style-type: none"> <li>• Analyze Structure</li> <li>• Cite Evidence</li> </ul>	<p><b><u>During Instruction</u></b> <b>Scaffolding for ELL Students:</b> Analyze Structure - pg. 363</p> <p><b>Enrichment: To Challenge Students:</b> Interpret Literature - pg. 366</p> <p><b>When Students Struggle:</b> Information Chart - pg. 368</p> <p><b><u>After Instruction</u></b> <b>Reteach:</b> Analyzing Structure - pg. 372b</p> <p><b>Enrichment:</b> Summarize Text - pg. 372a Paraphrase Text - pg. 372a Generate Discussion Questions - pg. 372b</p>	<p><b>Analyzing the Text:</b> pg. 370</p> <p><b>Critical Vocabulary:</b> revolutionary, dialect, immortal, monumental, isolate - pg. 371</p> <p><b>Vocabulary Strategy:</b> Latin Roots – pg. 371</p> <p><b>Strategies for Annotation:</b> Latin Roots - p. 371</p> <p><b>Language Conventions:</b> Parentheses - pg. 372</p>	<p><b><u>Instructional Strategies*</u></b></p> <ul style="list-style-type: none"> <li>• Quick Writes</li> <li>• Pair/Trio Shares</li> <li>• Charting</li> <li>• Gallery Walks</li> <li>• Whole Group Discussions</li> <li>• Reader/Writer Notebooks</li> <li>• Step Backs</li> </ul> <p><b><u>Practice &amp; Apply:</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing the Text</li> <li>• Critical Vocabulary</li> <li>• Vocabulary Strategy</li> <li>• Language Conventions: Parentheses</li> </ul> <p><b>Selection Test</b> - The Role of Myths in Ancient Greece <i>from</i> Greek Mythology</p> <p>*These are instructional strategies that can also be used as formative assessments.</p>
<b>Required Learning Target</b>					
The student will be able to analyze structure and cite textual evidence.					
<b>Required Texts</b>					
The Role of Myths in Ancient Greece <i>from</i> Greek Mythology by Simone Payment – pg. 363					

**THE ROLE OF MYTHS IN ANCIENT GREECE INTERVENTION**

Required Standards	Vocabulary	Strategies	Critical Analysis	Differentiated Instruction/ Formative Assessments	Support Core Selection
<p><i>Reading Informational Text:</i> RI.6.1, RI.6.2, RI.6.3, RI.6.5, RI.6.7 <i>Speaking and Listening:</i> SL.6.1, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d <i>Language:</i> L.6.2a, L.6.4a, L.6.4b, L6.6</p>	<p><b>Prior to the Core Selection and Close Reader / FYI</b></p> <p><b>Vocabulary – Front Load:</b> revolutionary, dialect, immortal, monumental, isolate - pg. 371</p> <ul style="list-style-type: none"> <li>Utilize WordSharp: Interactive Vocabulary Tutor</li> </ul>	<p><b>Focus Comprehension Strategy:</b> Analyze Text Structure &amp; Organization</p> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “What Tales Tell” collection that supports Ohio’s New Learning Standards.</p> <p><b>Why This Text:</b> Explain why this FYI selection was selected.</p> <p><b>Close Read:</b></p> <ul style="list-style-type: none"> <li>Analyze Structure</li> <li>Cite Evidence</li> <li>Integrate Information</li> </ul>	<p><b>FYI Selection:</b> Choose a selection from the “What Tales Tell” collection that supports Ohio’s New Learning Standards.</p> <p><b><u>Differentiated Instruction</u></b> While teaching the FYI selection, differentiate the instruction to meet the needs of your students.</p> <p><b><u>Formative Assessments</u></b> <b>Short Response:</b> Create a short response based on Ohio’s New Learning Standards being taught.</p> <p><b>Instructional Strategies*</b></p> <ul style="list-style-type: none"> <li>Quick Writes</li> <li>Pair/Trio Shares</li> <li>Charting</li> <li>Gallery Walks</li> <li>Whole Group Discussions</li> <li>Reader/Writer Notebooks</li> <li>Step Backs</li> </ul> <p>*These are instructional strategies that can also be used as formative assessments.</p>	<p><b>My WriteSmart Performance Task –</b> Speaking Activity: Discussion - pg. 370</p> <p><b>Selection Test -</b> The Role of Myths in Ancient Greece <i>from</i> Greek Mythology</p>
<p><b>Required Learning Target</b></p>					
<p>The student will be able to analyze structure and cite textual evidence.</p>					
<p><b>Required Text</b></p>					
<p><b>Support the Text:</b> The Role of Myths in Ancient Greece <i>from</i> Greek Mythology</p> <p><b>FYI:</b> Reinforce Critical Analysis Skills by Using a Text / Article</p>					

## WEEK SIX

### ENGLISH AND READING & WRITING INTERVENTION – UNIT TEST & PERFORMANCE TASK

**Summative Assessments:**

- **Collection Unit Six Assessment:** Summative Assessment
- **Collection Unit Six Performance Task:** Write a Literary Analysis – pg. 373

**Please note:**

- The study and application of vocabulary and grammar should take place within the context of what students read and write. Resources for instruction in these areas are available in each Collection of the HMH text.
- The required assessments, text selections, and instructional activities must be taught. Only supplemental texts, activities, and assessments (formative and summative) should be selected based on students' needs.

**Additional selections and resources can be found at <http://my.hrw.com>**