Next Gen	Skills/Content	Materials and Resources	Assessments	Timeline
Standards		 		
		roduction to Independent Reading - Lit		
6R8 6R9	Reading:	Read Alouds:	Reading notebook entries	September/ October
089	 Identify significant details and literary elements in text read aloud 	Hey World, Here I Am by Jean Little	Constructed responses based	October
6R2 6R3 W.6.1b	 Annotate text to support understanding Identify claims, text evidence, and analysis that links evidence to the claim 	Short Read Selection <u>The BFG (</u> F) <u>Frank O. Genhry: Outside In (</u> NF)	on • <u>Hey World Here I Am</u> • Student IR books • Teacher-Student conferences	
W.6.10 W.6.1e W.6.3 W.6.3a	 Identify character traits/make inferences Identify the best possible theme of a story and support it with relevant text evidence. Respond to a text read aloud in class 	<u>The Wonderful Wizard of OZ (F)</u> <u>U.S.A. Bridges and Tunnels</u> (NF) <u>The Red-Headed Leagues (F)</u> <u>Hike the Appalachian Trail (NF)</u>	 Formative "Ticket Out the Door" questions Units of Study in Writing Pre- Assessments Literary Analysis Essay based on whole-class read aloud or independent 	
SL.6.1a SL.6.1b SL.6.1c	 Evaluate written responses to reading, based on established criteria Establish successful independent reading 	<u>Charles Dickens (F)</u> <u>A Letter from E.B. White (</u> NF)		
	 habits Evaluate literary elements of books read independently Visualize characters and settings 	Independent Reading: Student-chosen books from school and classroom libraries.	 reading book Teacher-Student conferences Formative "Ticket Out the Desc" sweetings 	
	 Identify author's craft Draw conclusions using text evidence Identify character development/ traits 	Teacher Resources: Notice and Note Signposts: Strategies for Close Reading by Kylene Beers and Robert E Probst (Parts 2 and 3)	 Door" questions Constructed responses based on Student IR books Reading notebook entries AIMSWEB Testing 	
	 Writing: Make a claim and support it with relevant text evidence Use precise language and content-specific 	A Novel Approach: Whole Class Novels, Student-Centered Teaching, and Choice by Kate Roberts (Chapters 2 and 5)	Baseline Reading	
	 vocabulary to support a claim Cite reliable sources Writing about Reading/Literary Analysis Identify Perspective 	Narrative Reading Learning Progressions from <i>Units of Study for Teaching Reading</i> with Fountas & Pinnell Benchmark Learning Questions		
	 Make Connections Identify Author's Craft Write using details to implement a Main Topic (Theme) 	Released Questions and Sample Answers from the New York State 3-8 ELA Exam <u>, EngageNY</u>		

Grade 6: 2019-2020 - Edited 6/26/19			
 -Writing a literary essay - Making a claim - Supporting a claim with relevant text evidence -Parts of an essay 	F&P 1st Twenty Days		
 Speaking and Listening: Establish protocols to participate in collaborative discussions with peers and adults Discuss reading with peers 			
Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary		Student-Created Poetry Anthology and Analysis	
Poetry: Writing: Write using figurative language and poetic structure	Poetry selections and other resources		
Reading: Recognize figurative language and poetic structure			
	Student Book Clubs		
 Reading: Identify significant details and literary elements in text read aloud Annotate text to support understanding Identify claims, text evidence, and analysis that links evidence to the claim Identify character traits/make inferences Identify the best possible theme of a story and support it with relevant text evidence. Respond to a text read with peers 	Book Club Options: Crossover by Kwame Alexander Booked by Kwame Alexander Inside Out and Back Again_ by Thanhha Lai Out of the Dust by Karen Hesse Moo by Sharon Creech Heartbeat by Sharon Creech Smile by Raina Telgemeier El Deafo by Cece Bell Bone by Jeff Smith	 Reading notebook entries Writing About Reading Post Assessment Constructed responses based on Book club books Shared Reading Passages Student IR books 	October /November
	 -Writing a literary essay Making a claim Supporting a claim with relevant text evidence -Parts of an essay Speaking and Listening: Establish protocols to participate in collaborative discussions with peers and adults Discuss reading with peers Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary Poetry: Writing: Write using figurative language and poetic structure Reading: Recognize figurative language and poetic structure Reading: Identify significant details and literary elements in text read aloud Annotate text to support understanding Identify claims, text evidence, and analysis that links evidence to the claim Identify the best possible theme of a story and support it with relevant text evidence. 	 -Writing a literary essay -Making a claim -Supporting a claim with relevant text evidence -Parts of an essay Speaking and Listening: Establish protocols to participate in collaborative discussions with peers and adults Discuss reading with peers Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary Poetry: Writing: Write using figurative language and poetic structure Poetry: selections and other resources Reading: Recognize figurative language and poetic structure Identify significant details and literary elements in text read aloud Annotate text to support understanding Identify claims, text evidence, and analysis that links evidence to the claim Identify character traits/make inferences Identify the best possible theme of a story and support it with relevant text evidences 	 -Writing a literary essay -Making a claim -Making a claim -Making a claim with relevant text evidence -Parts of an essay Speaking and Listening: Establish protocols to participate in collaborative discussions with peers and adults Discuss reading with peers Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary Poetry: Writing: Write using figurative language and poetic structure Poetry: Book Clubs Student figurative language and poetic structure Identify significant details and literary elements in text read aloud Annotate text to support understanding Identify character traits/make inferences: Identify character traits/make inferences: Identify character traits/make inferences: Identify character traits/make inferences: Identify the best possible theme of a story and support it with relevant text evidence: Identify the best possible theme of a story and support it with relevant text evidence. Identify the best possible theme of a story and support it with relevant text evidence. Identify the best possible theme of a story and support it with relevant text evidence. Identify character traits/make inferences: Identify the best possible theme of a story and support it with relevant text evidence. E

ish Grade 6: 2019-2020 - Edited 6/26/19		
 Evaluate written responses to reading, 	Independent Reading:	 Formative "Ticket Out the
based on established criteria	Student-chosen books from school and	Door" questions
 Drawing conclusions using key ideas and 	classroom libraries.	
details		
 Comparing and contrasting key concepts 	Short Read Selections:	 Literary Analysis Essay
 Identify the author's purpose for writing 	<u>Bearwalker (</u> F)	based on book clubs
 Using photos and text to understand 	A Letter from Rachel Carson (NF)	 Reading Check-In
meaning	<u>A Life Worth Two Pellets (</u> F)	10 Weeks
 Identify text structures to determine readers' interest 	<u>Viking Voyages (</u> NF)	
 Using text features to understand the text 		
	Teacher Resources:	
	Notice and Note Signposts: Strategies for Close	
Writing:	<i>Reading</i> by Kylene Beers and Robert E Probst	
 Make a claim and support it with relevant text evidence 	(Part 2)	
 Use precise language and content-specific 	A Novel Approach: Whole Class Novels,	
vocabulary to support a claim	Student-Centered Teaching, and Choice by Kate	
Cite reliable sources	Roberts (Chapter 9)	
 Writing a literary essay 		
	Released Questions and Sample Answers from	
	the New York State 3-8 ELA Exam, EngageNY	
Speaking and Listening:	Chapter Grids for discussion groups	
Establish protocols to participate in small		
group discussions with peers and adults	Thinkmarks for discussion groups	
 Discuss reading with peers 		
	Scope Magazine articles to read and analyze	
Language and Conventions:	Chart Staries to read and analyze	
Make effective choices as a writer about	Short Stories to read and analyze -"Thank You Ma'am" by Langston Hughes	
conventions and language: Grammar,	-"The Stray" by Cynthia Rylant	
Punctuation, Vocabulary		
	Units of Study in Writing: Unit 2, The Literary	
	<i>Essay</i> : From Character to Compare and Contrast	

Class Read Aloud - Brown Girl Dreaming by Jacqueline Woodson / Personal Narrative Writing: Crafting Powerful Life					
Stories					
Writing: -Writing a personal narrative -Utilize the Writing Process -Write to tell a story	Read Aloud - <u>Brown Girl Dreaming</u> Short Read Selection: <u>Theseus and the Minotaur (</u> F)	 Units of Study in Writing Pre- and Post Assessments Personal Narrative Teacher-Student 	December/ January		
Language and Conventions: Make choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary Write stories about their own lives - Organize ideas	<u>Conservation as a National Duty (NF)</u> <u>Adapted from Oliver Twist (F)</u> <u>The Journal of Meriwether Lewis (NF)</u> <u>The Case of the Missing Marquess (F)</u> <u>Just How Smart Are Animals? (NF)</u> Tuck Everlasting (F)	 conferences Formative "Ticket Out the Door" questions Constructed responses based on Student IR books Reading notebook entries 			
 Elaborate on main parts of their narratives Use appropriate word choice Incorporate sentence fluency within their essay 	Independent Reading: Student-chosen books from school and classroom libraries.	 Reading Check-In 20 Weeks 			
Reading:-Communicate using grade-appropriate conventions of language-Using story events to identify the characters motive-Summarizing to describe main events in the story-Identify key ideas and details that determine the main idea-Using context clues to identify difficult vocabulary-Connect ideas within text to develop deeper understanding-Using text features to understand the text-Identify the author's purpose for writing-Making inferences regarding main events-Comparing and contrasting key concepts	Teacher Resources:Notice and Note Signposts: Strategies for CloseReading by Kylene Beers and Robert E Probst(Parts 2 and 3)Student Created Heart to choose an idea forPersonal NarrativeA Novel Approach: Whole Class Novels,Student-Centered Teaching, and Choice by KateRoberts (Chapters 2 and 5)Narrative Reading Learning Progressions fromUnits of Study for Teaching Reading withFountas & Pinnell Benchmark Learning QuestionsReleased Questions and Sample Answers fromthe New York State 3-8 ELA Exam, EngageNY				

English	Grade 6: 2019-2020 - Edited 6/26/19	i	i	1
	 Identify author's craft to visualize 			
	what is read			
	 Identifying the setting and how it 			
	relates to the story			
	- Determining problems that characters			
	face and their solutions			
	 Making inferences to determine the 			
	characters point of view			
	On-Demand Reading and	d Writing - Class Novel: Seedfolks by P	aul Fleischman	
	5	Poetry Mini-Unit		
RL6.4	Poetry:	Poetry selections and other resources	Student-Created Poetry	January/
RL6.5			Anthology and Analysis	February
RL6.6	Writing: Write using figurative language and			
RL6.9	poetic structure.			
RL6.10	Reading: Recognize figurative language and poetic			
	structure.			
W.6.1,		- Annotated NYS Test Questions		
RL.6.10,	Evaluate and grade example 2 point responses			
RI.6.10	(State released questions and responses)	-Released Questions and Sample Answers from		
	-Identify claims, text evidence, and analysis that links evidence to the claim	the New York State 3-8 ELA Exam <u>, EngageNY</u>		
	-Determine how the setting of a story affects its			
	theme	Short Read Selections:		
	-Write successful 2 point response	<u>How Surfers Catch a Wave</u> (NF) <u>Max the Mighty (</u> F)		
		What Killed the Dinosaurs? (NF)		
		Fighting Crime (NF)		
		The Son of Neptune (F)		
		Angel Falls (NF)		

	Theme Unit: What is Teen Activism? Class Novel: Seedfolks by Paul Fleischman - Research-Based Information Writing					
W.6.1, W.6.6 W.6.8, W.6.9a W.6.9b	 Persuasive essay writing Making a claim/argument Supporting claim with text evidence Reinforce grammar and writing skills Introduce different purposes for writing (Persuade, Inform, Explain) - -Infer meanings of new terms in a foreign culture based on prior experiences and context -Identify literary devices authors use to persuade 	Units of Study in Writing: Unit 3 - Research- Based Informational Writing/Argument Seedfolks, by Paul Fleischman - Scholastic SCOPE articles - Informational texts and articles about teen activism -Graphic Organizers	Units of Study in Writing Pre- and Post Assessments Final Exam - Seedfolks Excerpt with comprehension questions/essay. -Conferring and small group instruction to support individual reader needs -Reading Check-In 30 Weeks	March/ April		
	Reading:-Identify repetition and the purpose-Using context clues to determine the meaning ofkey vocabulary terms-Identify the author's purpose for writing-Comparing and contrast key concepts-Identifying events that take place within thestory-Determining main events that occur and theeffects they have on the characters-Determining the author's point of view todetermine character's thoughts and actions-Making predictions to determine characters	Short Read Selection: <u>Dracula (</u> F) <u>What is an American? (</u> NF) <u>The Revolution of Evelyn Serrano (</u> F)				
		Student Book Clubs				
RL6.1 RL6.2 RL6.3 RL6.4	 Reading: Identify significant details and literary elements in text read aloud Annotate text to support understanding Identify claims, text evidence, and analysis that links evidence to the claim Identify character traits/make inferences 	Book Club Options: (Books not used from previous Book Clubs) Crossover by Kwame Alexander Booked by Kwame Alexander Inside Out and Back Again_ by Thanhha Lai Out of the Dust by Karen Hesse Moo by Sharon Creech Heartbeat by Sharon Creech	 Reading notebook entries Constructed responses based on Book club books Shared Reading Passages Student IR books 	May/June		

 Identify the best possible theme of a stor and support it with relevant text evidence Bespond to a text read with peers (Evaluate written responses to reading, based on established criteria new skills based on book club books shifts from Reading Cycles books read independently Use text to determine daim and support with details Make inferences while reading I dentifying the setting and how it relates to the story Determining the author's point of view to determine character's thoughts and actions Using context clues to determine the meaning of key vocabulary terms Determining treat features to udentify the this affects the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify changes made throughout the story Using text features to identify the author's purpose Read anon-fiction texts to determine readers' interest Comparing and contrasting key concepts Using text features to identify the authors purpose Read claim and support it with relevant text evidence 	1511	Grade 0: 2019-2020 - Edited 0/20/19		
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 new skills based on book club books skills from Reading Cycles skills from School and classroom libraries. skills from Reading Cycles skills from Reading Cycles skills from School and Collas skills from School and Disport it with relevant skills from Reading Cycles skills from School and Collas from School a		 Evaluate written responses to reading, 	Book Room Options	the Door" questions
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Make a claim and support it with relevant		importance and find information		
Make a claim and support it with relevant				
		-		
text evidence				
		text evidence		

	 Use precise language and content-specific vocabulary to support a claim Cite reliable sources 			May/June
	Speaking and Listening:			
	 Establish protocols to participate in small group discussions with peers and adults 			
	 Discuss reading with peers 	Poetry selections and other resources		
RL6.4 RL6.5 RL6.6 RL6.9 RL6.10	Language and Conventions: Make effective choices as a writer about conventions and language: Grammar, Punctuation, Vocabulary		Student-Created Poetry Anthology and Analysis	
	Poetry:			
	Writing : Write using figurative language and poetic structure.			
	Reding: Recognize figurative language and poetic structure			