

**GRADES 6-8****ELA CCGPS UNIT PLAN: 1<sup>st</sup> 9 WEEKS (1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, OR 4<sup>TH</sup>)****Use your grade-level curriculum map to determine the reading and writing focuses of your unit and the numbers and types of assessments****READING FOCUS : Informational (Literary or Informational)****THEME:** Life, Love, and Learning**EXTENDED TEXT:** *Chicken Soup for the Soul Teens Talk Middle School: 101 Stories of Life, Love, and Learning for Younger Teens***Jack Canfield****Selections:**

- Foreword
- Introduction
- “A Lasting Kindness,” p. 313
- “I’m Not Thirteen Yet,” p. 17
- “A Friend,” p. 24
- “Coach Dad,” p. 274
- “The Gift of Lost Friendship,” p. 47
- “Best Friend Gone Forever,” p. 70
- “Losing Mother,” p. 75
- “Sliding Along the Halls of Middle School,” p. 139
- “No One’s Words but My Own,” p. 348
- “Happiness Is A Gorilla Suit,” p. 36

**SHORT TEXTS (mixture literary and informational):**

1. “Chicken Soup For a Cold,” press release summarizes a study that proved chicken soup is a viable, homeopathic remedy for the common cold  
<http://www.unmc.edu/chickensoup/newsrelease.htm>
2. “Eleven,” a short story by Sandra Cisneros, *Elements of Literature*
3. “Eleven,” as read by the author, <http://www.youtube.com/watch?v=FszzXG6e45E>
4. “Preparing for Middle School” <http://homeworktips.about.com/od/makingthegrades/a/middleschool.htm>
5. “Mother to Son,” By Langston Hughes, <http://www.tnellen.com/cybereng/matoson.html> (also in appendix)
6. Common Core Video on Thesis Statements, <http://www.youtube.com/watch?v=7Zzwr09gHs0>
7. “The Brother I Never Had,” *Elements of Literature* p. 114
8. “The Human Family,” By Maya Angelou [http://allpoetry.com/poem/8511441-Human\\_Family-by-Maya\\_Angelou](http://allpoetry.com/poem/8511441-Human_Family-by-Maya_Angelou)
9. “Poll: Americans Consider Pets Part of the Family,” MSNBC, [http://www.msnbc.msn.com/id/31505216/ns/health-pet\\_health/t/poll-americans-consider-pets-part-family/#.T9mmuBdfH\\_k](http://www.msnbc.msn.com/id/31505216/ns/health-pet_health/t/poll-americans-consider-pets-part-family/#.T9mmuBdfH_k)

10. "New Poll Reveals Americans Often Treat Pets Like Humans," <http://www.petside.com/article/new-poll-reveals-americans-often-treat-pets-humans>
11. "I Me Mine: The Beatles and Their Pronouns," <http://artsbeat.blogs.nytimes.com/2011/08/29/i-me-mine-the-beatles-and-their-pronouns/>
12. "She Loves You" John Lennon and Paul McCartney, <http://www.youtube.com/watch?v=T0YifXhm-Zc>
13. "Eight Days A Week," John Lennon and Paul McCartney, <http://www.youtube.com/watch?v=YtuybFrq7Rw>
14. "Nowhere Man," John Lennon and Paul McCartney, appendix, recording <http://www.youtube.com/watch?v=hfWEPu0w-7w>
15. "Oh Captain, My Captain," By Walt Whitman, <http://www.poetryfoundation.org/poem/174742> (Also in *Sunrise CRCT Practice Book*)
16. "Abraham, Martin, and John," By Dion <http://www.youtube.com/watch?v=yZfRyWPZAI>
17. The Rethinkers web site, <http://therethinkers.com/>
18. Rethinkers videos, <http://therethinkers.com/press-and-media/>

#### **SUPPLEMENTAL MATERIALS:**

Venn Diagram, <http://www.readingquest.org/pdf/venn2.pdf>

Friendly Letter Template, [http://www.k6edu.com/6thgrade/language\\_arts/friendly-letter-template.html](http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html)

Elements of Literature Pre-Test, Appendix

Story Map, [http://www.readingquest.org/pdf/story\\_map.pdf](http://www.readingquest.org/pdf/story_map.pdf)

Compare and Contrast Note Sheet, Appendix

Compare and Contrast Graphic Organizer, <http://www.readingquest.org/pdf/compare.pdf>

Paragraph Brainstorm Transparency, Appendix

Sample Paragraphs, Appendix

Transition Words, <http://jc-schools.net/write/transition.htm>

"My Summer Vacation," Appendix

Citing Sources , Appendix

Note Taking, <http://library.sasaustin.org/noteTaking.php>

Unit 1 Assessment 1 and Rubric, Appendix

Unit 1 Assessment 2 and Rubric, Appendix

Thesis Statement Handout, <http://www.you-can-teach-writing.com/thesis-statement.html>

Thesis/Proof graphic organizer, <http://www.readingquest.org/pdf/thesis.pdf>

Organizing Essays Handout: Thesis Statements and Outlines, Appendix

Essay Scaffold, Appendix

Nowhere Man and Pronouns, Appendix

Compare and Contrast graphic organizer, <http://www.readingquest.org/pdf/compare.pdf>

Assessment 3 Prompt and Rubric

What is a Family Chart, Appendix

MLA Bibliography handout, <http://lakewoodcityschools.org/UserFiles/file/Harding%20Library%20Documents/MLA%20Bibliography%20Handout.pdf>

MLA Bibliography Lesson plan [http://www.ehow.com/how\\_6604262\\_write-bibliography-lesson-plan.html](http://www.ehow.com/how_6604262_write-bibliography-lesson-plan.html)

Annotated Bibliography Mini Lesson, [http://www.jefftwp.org/middleschool/CoreTeams/LA/Middle\\_Ages\\_Project/annotated%20bibliography.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/Middle_Ages_Project/annotated%20bibliography.pdf)

**WRITING FOCUS: Informative (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)**

**ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**

*Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.*

**1. Does this Chicken Soup Truly Help Us Navigate Through Middle School? (Argumentative):** In the foreword, the editors of this installment of the *Chicken Soup* series say to think of this book as a “guidebook.” The purpose of the book is to offer advice and encouragement for getting through those difficult times in middle school. Based on what you have read so far, do you believe the authors of this book are truly in touch with what middle schoolers go through? Do you think books like this are helpful? Write an argument to defend your position of the book. Include evidence from the text to support your argument and defend your position. Conclude by summarizing your argument to convince your audience to love or hate this book. If you hate the book so far, think about how it could be improved or what would make it more helpful for middle school students.

**2. What is a family? (Argumentative):** Sections 9 and 10 of *Chicken Soup for the Soul Teens Talk Middle School* feature stories of kindness, and the complicated nature of families. After reading these sections, write an argumentative essay that takes a stance on the following question: What is a family? Do you believe that families only consist of people who are related by blood, or can people who are not biologically related, like stepsiblings or an adoptive parent and child, become just as close as traditional families? To begin this essay, write your own definition of family. Then use examples from *Chicken Soup*, other stories and poems read in class, movies and television, or your life to defend your point. In your conclusion, summarize your main points to convince your audience to agree with your definition of family.

**3. Is Love Worth the Cost of Loss? (Argumentative): Is Love Worth the Cost of Loss? (Argumentative):** In his poem, “In Memoriam A.H.H.”, Alfred, Lord Tennyson writes after the death of a close friend:

I hold it true, whate'er befall;  
I feel it, when I sorrow most;  
'Tis better to have loved and lost  
Than Never to have loved at all

Do you agree with this perspective? Is the joy of love worth the pain of loss? Write an argument to express your opinion on this statement. Begin by stating your thesis, or point of view, in the introductory paragraph. Then use examples from *Chicken Soup for the Soul Teens Talk Middle School* Chapter 8 –Tough Times, your life, other books, movies, or songs to provide evidence for your argument. In your conclusion, summarize your main points to convince your audience to agree with your thesis.

**Middle School Survival Guide (Informative/Explanatory):** *Chicken Soup for the Soul Teens Talk Middle School* contains many stories of middle schoolers and their experiences with friends, families, and school. Using stories from *Chicken Soup for the Soul* as inspiration, create a

guide to help middle school students.

- In your introduction, include an epigraph (inspirational quote) that is correctly cited (you may select a favorite epigraph from the *Chicken Soup* book).
- Then, create three sections to discuss experiences with 1) friends 2) families, and 3) school.
- Write one piece on each topic you will need one original short story or poem, one short essay, and one interview in your final product. You will be able to develop quick writes and longer assignments that you have worked on throughout the unit to fulfill these requirements.
- Include an annotated list of at least three resources. These resources can include books, websites, and programs that are helpful for new middle school students.
- Finally, this guide must show conscientious workmanship, including neatness, illustrations, and correct spelling, and mechanics.

## **NARRATIVE/RESEARCH/ROUTINE WRITING**

### **NARRATIVE**

1. Friendly Letter to Adult Self - After reading the introduction to the extended text, students will write a letter to their 21-year-old selves. They may write about their aspirations/goals, and or things they hope their adult selves will remember when they are 21 about being 11.
2. Option 1: Write a poem called “Childhood Photograph” that contains detailed imagery describing you and your family or you and your home at an earlier point in your life. You can write your poem based on an actual picture, or you may work from memory. Whatever you do, remember to use vivid imagery to help your audience imagine your photograph or memory.  
Option 2: Write a narrative essay called “Childhood Memory” describing a memory of you and your family or you and your home at an earlier age. Remember to use vivid imagery to help your audience imagine your memory.
3. Write your own Chicken Soup story – After reading selections from the extended text, students will write their own Chicken soup story.

### **Research Connections:**

How can students make a difference in their schools and communities? Using the web site for a group of New Orleans middle school students called The Rethinkers (<http://therethinkers.com/>), students will research ways this group of students is making a difference in their schools and communities.

Optional: Use the internet to research inspirational quotes using the following web sites:

- <http://www.inspirational-quotes.info/>
- <http://www.brainyquote.com/>

### **ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**

- Daily journal entries and tickets out the door based on daily reading
- Notes on main ideas and supporting details
- Notes on compare/contrast
- Notes on story elements
- Text summaries
- Graphic organizers

### Plans for Assessment 1:

**PROMPT: Does this Chicken Soup Truly Help Us Navigate Through Middle School? (argumentative)** In the Foreward, the editors of this installment of the *Chicken Soup* series say to think of this book as a “guidebook.” The purpose of the book is to offer advice and encouragement for getting through those difficult times in middle school. Based on what you have read so far, do you believe the authors of this book are truly in touch with what middle schoolers go through? Do you think books like this are helpful? Write an argument to defend your position of the book. Include evidence from the text to support your argument and defend your position. Conclude by summarizing your argument to convince your audience to love or hate this book. If you hate the book so far, think about how it could be improved or what would make it more helpful for middle schoolers today.

### SKILL BUILDING TASKS

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How can graphic organizers and prewriting strategies help us become better readers and writers?**

### TASK: Organization and pre-reading discussion

**Monday August 13<sup>th</sup>**

Standards:

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RI2:** 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.

**ELACC6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**\*\* Students will be keeping a notebook for each unit which will be, in effect, their textbook for that unit. In the notebook they will keep class notes, handouts, journal entries, graphic organizers, rough drafts of assessment pieces, and anything else you as a teacher deem they will need to be successful. We have included numerous handouts, graphic organizers, and information sheets in the appendix to help you**

**out. Teachers will need to decide whether this notebook will be a spiral interactive-type notebook, or whether students should keep these things in a binder. You will want to have your students maintain a table of contents in their notebooks, so they can refer back to it throughout the unit.\*\***

Instruction:

- Instruct students to set up a section in their notebook for this unit. Remind students that they will be accountable for all notes, handouts, and exercises completed in this unit and should keep all this information in an organized location.
- Write the title of the book on the board, *Chicken Soup for the Soul Teens Talk Middle School*, and give students 3-5 minutes to complete a free-write to:
  - Share what they know about the Chicken Soup series
  - Predict what the book will be about based on the title
  - Predict what the title means
  - Draw a picture based on the title
- Allow volunteers to share but request that students who have read books from the Chicken Soup series or who know about the series share last
- Provide students with a copy of “Chicken Soup For a Cold,” press release summarizes a study that proved chicken soup is a viable, homeopathic remedy for the common cold <http://www.unmc.edu/chickensoup/newsrelease.htm>
  - Read the article aloud to the class as students listen carefully
  - After reading the article, ask the class questions to summarize the article

\* Pass out copies of Venn Diagram <http://www.readingquest.org/pdf/venn2.pdf>

- Working in pairs, students should fill in their Venn Diagrams for Chicken Soup for the Teenage Soul and chicken soup. Students should complete what they have learned about chicken soup, what they think they know about the *Chicken Soup* book, and what they believe the two will have in common.
- Ticket Out the Door: Ask each student to write down why he or she thinks the editors chose “Chicken Soup” for the title of their books.
- Home work: Ask student to complete a 10 minute journal entry about a time when they were feeling sick and someone helped them feel better or tried to help them feel better.

**ESSENTIAL QUESTION: Why is reflection important?**

**TASK: Pre-reading discussion, and reflection on author’s purpose**

**Tuesday August 14**

Standards:

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RI2:** 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.

**ELACC6RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Instruction:

Begin class by reviewing yesterday's topic and having students share their homework journals.

Mini-lesson: Model friendly letter format [http://www.k6edu.com/6thgrade/language\\_arts/friendly-letter-template.html](http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html)

- Instruction: Pass out copies of book and discuss with students that this is a book that you can read all or part. Explain that the editors suggest jumping around instead of reading the book in sequential order. Explain to the class that you will jump around in the book and that is okay. Explain that the book contains poetry and prose, fiction and nonfiction, so it is important to pay attention to what each story is.
- Read introduction of book in class (shared reading, paired reading, independent reading, read aloud)
- Discussion of the 13 things the author would write back to her 13 year old self.
- After reading the selection, have students write a letter to their 21-year-old selves. They may write about their aspirations/goals, and or things they hope their adult selves will remember when they are 21 about being 11.
- Students will work on this for remainder of class and finish a final pretty copy for homework.

Ticket Out the Door: Quick check – Students will show letter in notebook to teacher(s)

**ESSENTIAL QUESTION: How do authors use main ideas and supporting details to develop a story's theme?**

**TASK: Previewing the text, predicting main ideas**

**Wednesday August 15**

Standards:

**ELACC6RI6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**ELACC6RL4:** 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.

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:



- Begin class by checking homework assignment (quick notebook check or you can take up assignment) and asking students to share some of the things they wrote to their older selves. (5 minutes)
  - Pass out books. Explain to students that Chicken Soup Middle School Edition is organized in 11 sections, and each section begins with an inspirational, thought-provoking quote called an *epigraph* (An inspirational quote at the beginning of a book, chapter, etc.). Explain to students that their task is to:
    - Read each epigraph
    - Rewrite each epigraph in their own words to demonstrate they understand the main point
    - Then decide if they agree or disagree with it. Does it inspire them or does it confuse them? (Students may work in partners, groups, or independently based on what works in your class)
  - Option: Poll the class and have people who agree with the statement move to one side and people who disagree move to the other.
  - Option: Ask for volunteers to share their versions of the quotes and have the class vote on the best paraphrase.
  - Classwork/Homework: Ask students to select a quote that inspires them and write a paragraph explaining what it means to them and why they like it.
- \*\*Ticket out the door:** Students need to show teacher the quote they have chosen before they leave room since they do not have copies of book for at home reading

### **ESSENTIAL QUESTION: How do authors use main ideas and supporting details to develop a story's theme?**

**TASK: Read a story and use a graphic organizer to sort the story's details into a hierarchy of topic, main idea, and supporting details, and use those details to extract a theme.**

## **Thursday August 16**

Standards:

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RL2:** 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 judgments.

**ELACC6RL3:** 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 towards a resolution.

Instruction:

Skill Mini-lesson – Elements of Literature (Page 326 Purple *Elements of Literature* book)

- Pretest – see appendix
- Go over page 326 in *Elements of Literature* textbook, go over quiz as a class and have students grade their quizzes and make corrections

Introduce the story, “Eleven” by Sandra Cisneros on pg. 327 *Elements of Literature* textbook.

- Before reading, ask students one or all of these questions
  - What do you do when you are embarrassed? How do you try to avoid being embarrassed? Have been disappointed by your birthday? Can you think of a time



when an adult was unfair to you?

- Read “Eleven” aloud as a class.
- After reading, hand each student a graphic organizer to help them take notes on the elements of the story [http://www.readingquest.org/pdf/story\\_map.pdf](http://www.readingquest.org/pdf/story_map.pdf), or project a copy of a graphic organizer for them to copy. Tell students to leave line for theme blank until later.
- Give students time to work on the story map (students may work independently, or in pairs)
- Using the graphic organizer as a guide, have a class discussion using the questions from page 334 in *Elements of Literature* book.
- Option: Show students this video of Cisneros reading the story and ask them if hearing the author read the story affected their view of it in any way: <http://www.youtube.com/watch?v=FszzXG6e45E>
- Return to the previous class discussion of “inspiration” and “Chicken Soup for the Soul” and ask the class, “Can you relate to this story? Would this story fit into the idea of Chicken Soup for the Soul? Does this story inspire you or make you feel better in any way?”
- Introduce or review the concept of theme. Give students 3 minutes to discuss possible themes of the story with a partner or in small groups.

Ticket Out the Door: Have students complete the theme box on the story map. Check it as they go out (if doing interactive notebook), or take up.

**ESSENTIAL QUESTION: How do I select important details from texts to help me compare and contrast them?**

**TASK: Compare characters and themes from two stories**

## Friday August 17

Standards:

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**ELACC6RL9:** 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.

Instruction:

Skill Mini Lesson – Compare and Contrast mini lesson (see appendix for note sheet)

Have students copy compare/contrast notes or give students a print out of the notes to go in their notebooks. Discuss the meanings and vocabularies used when comparing and contrasting.

Read “A Lasting Kindness” page 313 *Chicken Soup*

Either pass out the compare contrast graphic organizer (<http://www.readingquest.org/pdf/compare.pdf>) or print on to a transparency. Using the graphic organizer as a guide, compare and contrast the teacher in “A Lasting Kindness” to the teacher in “Eleven.”

Instructions for graphic organizers (<http://www.readingquest.org/strat/compare.html>)

- Discuss

Ticket out the door (or homework): Quick write (1 paragraph) – have students write a quick paragraph describing which of these teachers he/she would rather have, giving evidence from the text to support his/her opinion.

**ESSENTIAL QUESTION: How do I structure my writing to convey my ideas?**

**TASK: Defining a paragraph, analyzing a text for structure**

**Monday August 20**

Standards:

**ELACC6RI5: 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.**

**ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Instruction:

Skill mini lesson – What is a paragraph?

- Brainstorm definitions of what makes a paragraph. Write the student answers on board or transparency (see appendix for printable word transparency).
- Print Sample Paragraphs from Appendix on transparencies or use document camera. Read them aloud, and have the students judge if each these are paragraphs. Which of the examples is the best example of a paragraph? What makes it a good paragraph? Discuss
- Come up with a working definition of a paragraph.

Main lesson – Topic sentences

- Read “Preparing for Middle School” <http://homeworktips.about.com/od/makingthegrades/a/middleschool.htm>

Either print a copy for each student or print a copy on a transparency and read with class.

- After reading the article, have the students locate topic sentences in the paragraphs and record them in their writing notebooks.
- Discuss: How do topic sentences help us understand what we are reading? What type of article is this? Informative, Argumentative, Narrative?
- Do all sentences have to have a topic sentence? Let the students share their ideas.

Ticket out the door (or homework): Look at one of your quick writes from last week. Rewrite the paragraph using what you have learned about paragraph structure.

Extension Activity – Have students divide the second example on the Sample Paragraph transparency into separate paragraphs, and then have students finish the story

**ESSENTIAL QUESTION: How do transitional words help make my writing flow?**

**TASK: Revising writing using transition words\_**

**Tuesday August 21**

Standards:

**ELACC6RI5: 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.**

**ELACC6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**c. Use appropriate transitions to clarify the relationships among ideas and concepts.**

Instruction:

Mini Lesson – Transition words (printable list <http://jc-schools.net/write/transition.htm>)

Pass out transition words note sheet for the students to put in their notebooks, or put a copy on the overhead for them to copy into their notes.

Go over the list. Talk about the different types of transition words.

Modeling:

- Put a copy of “My Summer Vacation” (appendix) on the overhead.
- Read with the class.
- Ask students what is missing from this narrative.
- Have students work with a partner using their transition word list to come up with transitions that will make this essay better.
- Share and discuss (option, add transition words to transparency)

Have the students read “I’m Not Thirteen Yet” (p. 17 Chicken Soup) noting any transition words and phrases that are used. Do you see any transitions that aren’t listed on the list? Discuss

Ticket out the door/Homework

Students will extend and revise one of their quick writes from last week inserting transition words and making other edits to make the writing flow.

Extension Activity – How students identify parts of speech for transition words.

**ESSENTIAL QUESTION: How do I cite evidence from a text to support my writing?**

**TASK: Citing evidence from reading (2 days)**

**Wednesday August 22**

Standards:

ELACC6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC6RL2: 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.

ELACC6W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**\*\*Note from the CCGPS Teacher Guide: Standard RL1 goes beyond previous reading standards for comprehension in that it requires students to provide evidence from the text to support all claims and inferences made in the analysis of a text. In grade 6, students may need scaffolding not only in gleaning the best, most relevant evidence for a claim, but also in understanding what sorts of claims and inferences they might be making in textual analysis. For example, an inexperienced student might make the claim “This is a good book,” a vague and meaningless claim from a literary standpoint compared to something like, “Cisneros uses colorful Latino words and phrases along with sensory details about the food, art, and architecture of her childhood home to create a culturally relevant setting.” Using a text under consideration by the class, have students construct a claim about that text. Share and refine the claims and inferences through several rounds of discussion, providing avenues of focus (for example, “Is it Poe’s choice of words with similar sounds that reminds you of the wind?” or “Did you notice how L’Engle repeated that phrase several times in the passage? Why do you think she’d do that?). Creating a claim or inference that is worth exploring is the first step to an effective search for evidence.**

Instruction:

Mini Lesson: What is evidence?

- Brainstorm with the students
- Explain to the students how this year they are going to be expected to show evidence from the text to support their positions using the explanation given in the teacher guide.

Lesson:

- Ask the students if they know what *plagiarism* is. Have a discussion on why it is important to cite sources.
- Pass out the note sheet on citing source or put a copy on the overhead for student to copy notes. <http://library.sasaustin.org/noteTaking.php> (or see

appendix for printable note taking sheet. You may print two pages per page to better fit in student's notebooks)

- Share with the students how to cite quotes and paraphrasing in their papers when citing from *Chicken Soup*. Citation transparency, Appendix.  
*Option: You may choose to print this citation sheet to go in students' notebooks as a reference tool.*

Assignment: Have students take out one their quick writes from the previous week. Find quotes and evidence to add to their writing. Cite appropriately.

### **ESSENTIAL QUESTION: How do I cite evidence from a text to support my writing?**

#### **TASK: Citing evidence from reading**

#### **Thursday August 23**

Standards:

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RL2:** 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.

**ELACC6RL9:** 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.

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Review yesterday's topic of citing sources. Ask the students if they had a difficult time inserting quotes into their paragraphs? Discuss

Read the poem "A Friend" (p.24 Chicken Soup). Compare and contrast the poet's description of a friend to the relationship of the narrator and her friend Margaret in "I'm Not Thirteen Yet." Do you think what the poet says about being a friend is true? You will need at least one quote from each literary work and one paraphrase from each citing your sources using the format we learned yesterday in class.

### **ESSENTIAL QUESTION: How do I use evidence from a text to strengthen my written arguments?**

#### **TASK: Assessment 1**

#### **Friday August 24**

Standards:

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

**ELACC6RL2:** 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.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claims(s) and reasons.
- d. Provide a concluding statement or section that follows from the argument presented.

Instruction:

Give students time to finish yesterday's assignment as needed.

Mini lesson – What is a rubric? (See appendix for Unit 1 Assessment 1 and Rubric)

- Pass out copies of Assessment 1 and the rubric. Walk the students through the rubric explaining that this is how they will be graded. Explain that we will be using rubrics all year. Discuss the terms in the rubric – exemplary, proficient, progressing, and emerging, not evident.
- Go over assessment 1 prompt with students. Clarify vocabulary:, and go over expectations.

**\*\* Note to teachers** – depending on your own class makeup, skill level, and resources, you will need to decide whether this first assessment needs to be completed solely in class, at home as an independent project, or a combination of the two. How much class time is devoted to this assessment is up to the individual teacher, but keep in mind that there are four major assessments in this unit, and you will need to manage your instructional time accordingly.

**\*\*Monday** give students time to work on their assignments in class. Some classes may require additional days if you choose to complete this assessment solely in class time.

## **PLANS FOR ASSESSMENT 2:** *integrating reading selections from the unit into a writing task*

**PROMPT: What is a family? (Argumentative):** Sections 9 and 10 of Chicken Soup for the Soul Teens Talk Middle School feature stories of kindness, and the complicated nature of families. After reading these sections, write an argumentative essay that takes a stance on the following question: What is a family? Do you believe that families only consist of people who are related by blood, or can people who are not biologically related, like stepsiblings or an adoptive parent and child, become just as close as traditional families? To begin this essay, write your own definition of family. Then use examples from Chicken Soup, other stories and poems read in class, movies and television, or your life to defend your point. In your conclusion, summarize your main points to convince your audience to agree with your definition of family. Use a minimum of three of the persuasive techniques we have learned in class in your argument.

## **SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do I use persuasive techniques to strengthen my arguments?**

**TASK: Techniques of Persuasion**

## Tuesday August 28

Standards:

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**ELACC6RL4:** 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.

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

Mini Lesson: What is persuasion? Ask the kids what the term means. Discuss

- Ask your students have they ever convinced their parents to do something or buy something.
- Ask them to share some of the techniques they use to get their way.
- Tell students that in writing argumentative essays or in presenting an oral argument there are techniques that can be used to sway their audience.
- Pass out the Persuasion Techniques note sheet (Appendix) and/or place a copy on the overhead for students to take notes.
- Go over the persuasive techniques and the examples with the class.

Ticket Out the Door: Students will write an example for each of the persuasive techniques. You may choose to have students do this independently, working in pairs, or working in groups.

**ESSENTIAL QUESTION: How do we recognize the theme of a text?**

**TASK: Read a selection from *Chicken Soup* and explore the theme. Write a quick-write focusing on theme.**

## Wednesday August 29

Standards:

**ELACC6RL2:** 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 judgments.

**ELACC6RL4:** 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.

**ELACC6RL5:** 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

**ELACC6RL6:** Explain how an author develops the point of view of the narrator or speaker in a text.

Instruction: Review yesterday's lesson on persuasive techniques.

Mini Lesson: What is theme?

- Explain to students that themes are the underlying ideas, morals, and lessons that give the story its texture, depth, and meaning. The themes are rarely written out in the story. The theme can often be thought of as the underlying message the author wanted us to learn from reading the story.) We infer themes. Themes often make us feel angry, sad, guilty, joyful, frightened. We are likely to feel themes in our gut.
- Read the poem "Mother to Son" by Langston Hughes. <http://www.tnellen.com/cybereng/matoson.html>
- After reading aloud to the class, ask the students: (1) What is the poem about? (2) What is the theme? Discuss their various answers and come up with an agreed upon theme. Tell the students that theme is somewhat subjective. When we read, we bring our own backgrounds and experiences and that affects what we get out of it.

Instruct the students that they are now going to read a selection from *Chicken Soup* about a son and his dad. Tell them to think about the theme as they read. Also, think about the relationship of the mother and son in the poem, and the father and son in the narrative. How are the relationships alike? How are they different?

Have students read "Coach Dad" page 274 *Chicken Soup*

After students finish reading, have them work in pairs to decide on a theme for "Coach Dad," and to be ready to discuss both reading selections tomorrow.

**ESSENTIAL QUESTION: How do writers use imagery to help readers connect to the text?**

**TASK: Narrative Writing Assignment "Childhood Photograph" or "Childhood Memory"**

**Thursday August 30**

Standards:

**ELACC6RL2:** 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 judgments.

**ELACC6RL4:** 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.

**ELACC6RL5:** 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

**ELACC6RL6:** Explain how an author develops the point of view of the narrator or speaker in a text.

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

Have a class discussion on yesterday's readings. Some possible questions for discussion:

- a. How were the parent child relationships similar in the two literary works we read yesterday?
- b. How were they different?
- c. What was the theme of "Coach Dad?"
- d. Which one of these literary works did you like most? Why?

Mini Lesson:

- Review or introduce the concept of imagery with students. Stress that imagery is not only visual images, It incorporates imaginative language that describes all sensory experience including sound, taste, touch, smell, and, of course, sight.
- Put a copy of "Mother to Son" on the overhead or use document camera or give students a copy. Reread the poem aloud to the class.
- Discuss how the vivid imagery in the poem affects the reader.
- Ask the class what the title means.

**Narrative writing assignment:**

Option 1: Write a poem called "Childhood Photograph" that contains detailed imagery describing you and your family or you and your home at an earlier point in your life. You can write your poem based on an actual picture, or you may work from memory. Whatever you do, remember to use vivid imagery to help your audience imagine your photograph or memory.

- Option 2: Write a narrative essay called "Childhood Memory" describing a memory of you and your family or you and your home at an earlier age. Remember to use vivid imagery to help the reader picture your memory.

**ESSENTIAL QUESTION: How can I use the writing process to improve my writing?**

**TASK: Edit, revise, and produce final copy of narrative assignment**

**Friday August 31**

Standards:

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

Instruction:

Mini Lesson: The Writing Process – review the 5 steps of the writing process with your students. (1) Planning (2) Drafting (3) Editing (4) Revising (5) Rewriting (Publishing). Explain the importance of following these steps. Explain that we will not always publish a final copy of everything we write this year, but some writings will be published. We will need to go through the writing process steps for these pieces.

After reviewing the writing process, have students finish their first drafts and pair up with another student for editing. How you do this will depend on how you conduct your class. Some other options are having some students work with a partner while some work with the teacher and/or co-teacher, having students read aloud their works in small groups and receive advice for editing and revision from their peers, etc.

Students should then work on revisions and rewrites for the remainder of class.

Students who finish early can assist other students with edits and revisions.

**ESSENTIAL QUESTION: How do different authors offer unique perspectives on the same topic?**

**TASK: Compare and contrast several short works dealing with the theme of family.**

## **Tuesday Sept 4**

Standards:

**ELACC6RI6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RI9:** 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).

**ELACC6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Instruction:

Pass out task and rubric for Assessment 2. Go over the expectations and instructions for the task.

Reading Assignments:

Instruction:

- Begin by asking students to define “family.” Give students a few minutes, and then allow volunteers to share their definitions. As a class, create a definition.
- After writing a definition, create a checklist of traits that describe families. Ask students to copy down the checklist with 4 columns - one for each literary work (Chart in Appendix for scaffolding). As the class reads the next 4 pieces (1 essay, 2 poems, 1 news article), students will evaluate the families described. This activity will culminate in an expansion or revision of the original class definition of family.

- Option: Students can read the next 4 pieces as a class, discussing them and filling out their checklists. Or they can read the stories in small groups while

working on the checklists. Or they can read some as a class and some in groups

Literature:

- “A Friend,” p. 24 *Chicken Soup*
- “The Brother I Never Had,” *Elements of Literature* p. 114
- “The Human Family,” By Maya Angelou [http://allpoetry.com/poem/8511441-Human\\_Family-by-Maya\\_Angelou](http://allpoetry.com/poem/8511441-Human_Family-by-Maya_Angelou)
- “Poll: Americans Consider Pets Part of the Family,” MSNBC, [http://www.msnbc.msn.com/id/31505216/ns/health-pet\\_health/t/poll-americans-consider-pets-part-family/#.T9mmuBdfH\\_k](http://www.msnbc.msn.com/id/31505216/ns/health-pet_health/t/poll-americans-consider-pets-part-family/#.T9mmuBdfH_k) OR <http://www.petside.com/article/new-poll-reveals-americans-often-treat-pets-humans>

## ESSENTIAL QUESTION: How do I write a thesis statement?

### TASK: Constructing a thesis statement

Standards:

**ELACC6RL6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RL9:** 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).

**ELACC6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

## Wednesday September 5

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction:

#### Mini Lesson: Prewriting strategies – How to create a thesis statement

- Pass out handout on thesis statements, or put on overhead for students to take notes.

Go over definition for thesis statement: A thesis statement is a single, complete sentence that succinctly expresses your view concerning a particular topic. It will be included in the introductory paragraph of your essay, and you must be sure that you support the statement in the body of the essay.

- Explain that this year they will be expected to have a thesis statement when writing essays.
- Show video clip on thesis statements (<http://www.youtube.com/watch?v=7Zzwr09gHs0>) OR pass out handout on thesis statements: <http://www.you-can-teach-writing.com/thesis-statement.html>
- Tell the students that as they finish reading the four works on family, they should be thinking of their thesis statement for their essay.
- Students should finish the readings today (re-reading for clarification where necessary)
- Students should work on their thesis statements for assessment 2 using thesis statement graphic organizer, <http://www.readingquest.org/pdf/thesis.pdf>
- Remind students that they must have proof from their readings to back up their thesis.

Ticket Out the Door – students should turn in their thesis statements for approval, comment, etc. at end of class

#### ESSENTIAL QUESTION: How do I organize my writing for a specific purpose?

#### TASK: Writing essay outline.

#### Friday September 7

Standards:

**ELACC6RI6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RI9:** 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).

**ELACC6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

- (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.

Thursday September 6

Instruction:

Mini Lesson: Prewriting strategies – Creating an Outline

- Pass out handout on outlines (appendix), or put on overhead for students to take notes.

Go over format for an outline. Ask students “Why might an outline be helpful in organizing our writing?”

- Go over handout with students.
- Model the process for the kids.
- Sample topic for modeling (example: Dogs are better pets than cats). Come up with thesis statement, write on overhead, and then model creating an outline for the students. Have the students help you with ideas for your main points of your essay.

Assignment:

Pass out students’ thesis statements from yesterday.

- Students should create outlines for their essays and clarify, rewrite, etc. their thesis statements based on your comments on them.
- Students should have their outline checked by two other students (or by the teacher if that works best in your class) before moving on to writing their essay.
- Once the thesis statement and outline is complete, students may begin work on their essays for Assessment 2
- Scaffolding: Essay Scaffold in Appendix

Homework: Students who have begun their essays: Look over what you have written so far. Remember the persuasive techniques we have studied. Make sure your argument contains at least THREE different persuasive techniques. Look at your paragraphs. Make sure each paragraph has ONE main idea and supporting details. Did you use transitional words and phrases? Did you cite evidence from the readings?

Homework: Students who have not started their essays: Finish your outlines. Go over your notes for paragraphs, persuasive techniques, and transitional words. You will want to make sure each paragraph of your essay has ONE main idea and supporting details. You should use a minimum of THREE persuasive techniques in your essay. You should use transitional phrases to connect your ideas. You must cite evidence from your readings. Students may begin work on their essay rough drafts at home.

\*\* Students who finish their essays (if any) should edit, revise, and rewrite

**ESSENTIAL QUESTION: How can the five steps of the writing process strengthen my writing?**

## **TASK: Draft, edit, revise, and re-write essays**

Standards:

**ELACC6RI6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RI9:** 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).

**ELACC6SL4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

Instruction: Today is a writing day. Students will continue to work on their final essays for Assessment 2

Remind students once they have finished their rough draft to look for the following when editing and revising:

- Make sure your argument contains at least THREE different persuasive techniques.
- Make sure each paragraph has ONE main idea and supporting details.
- Make sure you used transitional words and phrases to connect ideas.
- Make sure you have an introduction (containing your thesis statement), body, and conclusion paragraphs.
- This essay MUST be a minimum of three paragraphs to receive credit.
- All essays must cite evidence from what we have read.

Remind students to turn in rubric with their assessment. You may also wish to take up the outline.

## **PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task***

PROMPT:

**Is Love Worth the Cost of Loss? (Argumentative):** In his poem, “In Memoriam A.H.H.”, Alfred, Lord Tennyson writes after the death of a close friend:



I hold it true, whate'er befall;  
I feel it, when I sorrow most;  
'Tis better to have loved and lost  
Than Never to have loved at all

Do you agree with this perspective? Is the joy of love worth the pain of loss? Write an argument to express your opinion on this statement. Begin by stating your thesis, or point of view, in the introductory paragraph. Then use examples from Chicken Soup for the Soul Teens Talk Middle School Chapter 8 –Tough Times, your life, other books, movies, or songs to provide evidence for your argument. In your conclusion, summarize your main points to convince your audience to agree with your thesis.

Remember:

- You should use a variety of persuasive techniques (minimum of three)
- You should have a thesis statement that introduces your argument.
- Essay should be organized appropriately
- You should use appropriate transitions to connect ideas and arguments
- You should quote, paraphrase, and cite works read

### SKILL BUILDING TASKS

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How can analyzing pronoun usage help us comprehend literature?**

**TASK: Analyze pronoun usage in three Beatles songs**

### Monday September 10

Standards:

**ELACC6RL9:** 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.

**ELACC6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELACC6L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.\*
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*

Instruction: (Before the lesson, read the article “I Me Mine: The Beatles and Their Pronouns: <http://artsbeat.blogs.nytimes.com/2011/08/29/i-me-mine-the-beatles-and-their-pronouns/> Decide whether you want to read this with the class or just tell them about the article)

Pass out Pronoun Handout to go into student notebooks (appendix)

Ask the students to raise their hand if they know who The Beatles are. Option: You could have Beatles music playing in your classroom as students arrive. See if students can name any Beatles’ songs. Either read the article “I Me Mine: The Beatles and Their Pronouns” to the class or tell the students about the article. Ask the students if they think they can actually learn about pronouns from rock songs. Discuss

Tell the students that you are going to play a popular Beatle’s song. Tell the students that each time they hear a pronoun in the song they need to make a tally on their paper. Play either “She Loves You” or “Eight Days A Week” (or you could do both).

Now tell students that you are going to up the ante. Pass out the lyrics to “Nowhere Man” or put the lyrics on the overhead. Pass out the graphic organizer. Tell students to use the pronoun chart you handed out to help them identify and classify the pronouns in the song. You may play the song as the students work, before the work, or not at all.

Students may work with partners or independently.

- Have students share their findings.
- Ask students if they think that songs are a type of poetry.
- Why? Why Not?
- Brainstorm a definition for a poem
- How do the lyrics of “Nowhere Man” fit that definition
- Pass out or put on the overhead “Oh Captain, My Captain,” by Maya Angelou. Ask the students if this is a poem.
- How is the structure of the poem “Oh Captain, My Captain” similar to the structure of “Nowhere Man?”
- How is it different?
- Discuss

Optional Homework: Have students think of another song that they consider the lyrics to be poetry. Have them bring to share with the class. Remind them that the lyrics need to be G-rated and appropriate.

**ESSENTIAL QUESTION: How can understanding pronoun case help us comprehend literature?**

**TASK: Read a poem and analyze use of metaphor**

**Tuesday September 11**

**\*\* A note on instruction this week:** This week we will be conducting a two-day lesson on two selections in the *Chicken Soup* book and a one-day lesson using the novel *Love That Dog* by Sharon Creech. If your school library only has one copy of *Love That Dog*, teachers on your grade level will need to alternate days doing that lesson. You will need to work out the schedule for using the novel during your collaborative planning time.

Standards:

**ELACC6RL4:** 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.

**ELACC6L4:** 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.

Instruction:

Mini Lesson – What are metaphors?

- What is the difference between a simile and a metaphor?
- Explain that a metaphor is a comparison that does not use like or as.
- For example, “That man is a beast!”

Put “Oh Captain, My Captain” on the overhead or give out copies to students

Tell the class that the subject of the poem is implied rather than stated directly.

Read the poem

Ask them what the poem is about.

Why do you think Walt Whitman wrote this poem?

Ask students to re-read the poem looking for metaphors. The metaphors are not obvious.

Let them struggle! After they are struggling a bit give a hint, “Walt Whitman lived from 1819-1892”

Let them struggle! Second hint, “He wrote this poem in 1865”

Let them struggle it out! Third hint, “Walt Whitman deeply admired Abraham Lincoln and often saw the President out and about in Washington, DC.”

Discuss

Option: Sunrise CRCT Practice Book – There is a lesson on this poem. You may choose to have the students complete the assessment that follows.

Option 2: Play “Abraham, Martin, and John, “ by Dion [www.youtube.com/watch?v=5kiosw5RsA](http://www.youtube.com/watch?v=5kiosw5RsA)

How does this song relate to the theme of the poem?

**ESSENTIAL QUESTION: How do authors engage their readers?**

**TASK: Read two stories (Chicken Soup) and compare and contrast how both stories deal with the theme of “loss”**

**Wednesday September 12**

Standards:

**ELACC6RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**ELACC6RL5:** 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.

**ELACC6RL6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RL9:** 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.

Instruction: Stories for lesson

“The Gift of Lost Friendship,” Chicken Soup p. 47

“Best Friend Gone Forever,” Chicken Soup p. 70

Mini Lesson: Point of view and author’s purpose

- Pass out student note handout on author’s purpose and point of view (or put on overhead), Appendix
- Go over the handout with the students pausing and discussing – using works the students have read already this year to make connections.

Pre-reading:

- Explain to students that we will be reading two selections from *Chicken Soup* that both deal with losing a friend.
- Explain that the two stories are very different.
- One of the stories deals with the death of a friend, so you will need to prepare your students for this.
- Explain that as they read, students will need to be thinking about the author’s purpose and point of view and the language the author uses to convey meaning.
- Pass out compare and contrast organizer <http://www.readingquest.org/pdf/compare.pdf>
- Ask students to use this to take notes as they read the two selections.

Reading: The students will need to read these two selections and work on their graphic organizer. This lesson will take two days (possibly three for classes that require additional scaffolding)

Sharing and Discussion:

- After students finish the selections and the graphic organizer, have a class discussion on the two essays.
- You may wish to do this whole class, or have students discuss in small groups moving from group to group to observe and spot check comprehension.

Ticket out the door/Homework: Write a quick write (one-paragraph) reflection on one of the two pieces we read in class.

**ESSENTIAL QUESTION: How do authors engage their readers?**

**TASK: Read two stories (Chicken Soup) and compare and contrast how both stories deal with the theme of “loss”**

### Thursday September 13

Standards:

**ELACC6RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**ELACC6RL5:** 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.

**ELACC6RL6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**ELACC6RL9:** 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.

Instruction: This is a continuation of yesterday’s lesson.

**ESSENTIAL QUESTION: How do we respond to poetry?**

**TASK: The students will respond to poetry read aloud in class.**

### Friday September 14

Standards:

**ELACC6RL2:** 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 judgments.

**ELACC6RL4:** 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.

**ELACC6RL5:** 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

**ELACC6RL6:** Explain how an author develops the point of view of the narrator or speaker in a text.

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

1. Begin by asking students what they think about the poems we have read so far this year.
2. Ask the students can poems tell a story?
3. Explain that today you will be reading aloud a book by the author Sharon Creech. Explain that it is a novel, but the entire book is poetry. Students
4. Have the students get out response notebooks and a pencil or pen. Explain to them that you will read them a selection of poems put together in story form that you will periodically pause to give them an opportunity to respond.

5. Read *Love That Dog* aloud to the class. Pause after November 6, December 16, February 7, March 26, May 14, and after the ending to give the students a or two to respond.
6. Explain that they may just jot down their feelings about a passage, write a poem in response, draw a picture, etc.
7. There are no rules except they must respond at every pause.
8. Begin reading to the class. At each pause point, set a timer, so that you do not go over 2 minutes. Walk around the room observing as students respond.
9. After finishing the last response, ask students to share one/some/all of their responses with the class.
10. Lead a classroom discussion about whether or not poetry has to be hard. Some possible questions for discussion:
  - Were these poems confusing? Hard to understand?
  - Did these poems talk about something we can understand?
  - From where did Jack get his inspiration?"
  - Were there any words that the author used that stood out for you?
  - What would you say the theme of this book is?

\*\* This lesson is a one-day lesson. It takes about an hour to complete the book with the pauses for responding to the text. You will need to start class promptly in order to complete the lesson in one day.

### **ESSENTIAL QUESTION: How do I respond to literature using evidence from various texts?**

#### **TASK: How to write a bibliography**

#### **Monday September 17**

Standards:

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Instruction:

- Pass out Assessment 3 Prompt and Rubric
- Go over the instructions for the assessment and the rubric.
- Note how many of the standards for grading are the same as the other assessments but that one has been added.
- Explain that for this assessment the student will need to use evidence from a variety of the texts we had read in class, so we will be creating bibliographies for this assessment.

Mini lesson: What is a bibliography?

- Explain that a bibliography is a page that lists all of the sources used to write a report, research project, essay or other assignment.
- Explain that there are several different methods for creating bibliographies (*MLA, APA, Chicago, Turabian*), but for most assessment in this class we will be using *MLA*.

- Pass out a copy of the MLA Bibliography sheet  
(<http://lakewoodcityschools.org/UserFiles/file/Harding%20Library%20Documents/MLA%20Bibliography%20Handout.pdf>) or put it on the overhead.
- Tell students that they will also wish to refer to their notes on citing sources (Appendix).
- Explain that MLA calls the bibliography the “Works Cited” page.
- Use may wish to use the following web site to help you teach this skill to your students: [http://www.ehow.com/how\\_6604262\\_write-bibliography-lesson-plan.html](http://www.ehow.com/how_6604262_write-bibliography-lesson-plan.html)

After lesson as time allows, have students begin reading the last selection for Assessment 3 – “Losing Mother,” p. 75 in *Chicken Soup*.

### **ESSENTIAL QUESTION: How do I write an argumentative essay?**

### **TASK: Begin work on Assessment 3**

## **Tuesday September 18**

Standards:

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELACC6SI2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

**ELACC6RL9:** 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.

**ELACC6RI9:** 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.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

e. Provide a concluding statement or section that follows from the argument presented.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Instruction:

- Pass out Assessment 3 Prompt and Rubric.
- Go over assessment and rubric with the students.



- Not the additional standards the students will be graded on for this assessment.
- Review previous skills that the students are expected to build upon.

Prewriting and Drafting:

- Students should begin prewriting and drafting today.
- Students should at least complete their thesis statements and outlines today in class, you may choose to have them use the graphic organizers in the Appendix used previously, or have them complete these on their own using their notes.

Scaffolding for students needing extra help: Use essay scaffold in Appendix.

Assessment: Notebook quick check: Check notebooks (or graphic organizers) to ensure students are on track with their writing.

- Teachers not using the Interactive format may wish to collect thesis statements and outlines for a formative assessment.

**\*\*Make note of students who appear to need assistance to work with those individuals the next day in class\*\***

**\*\*Students who finish prewriting may begin their drafts.**

**ESSENTIAL QUESTION: How do I write an argumentative essay?**

**TASK: Continue working on Assessment 3**

**Wednesday September 19**

Standards:

**ELACC6RL1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6RI1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC6SL2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**ELACC6SI2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study

**ELACC6RL9:** 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.

**ELACC6RI9:** 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.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

e. Provide a concluding statement or section that follows from the argument presented.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(Grade-specific expectations for writing types are defined in standards 1–3 above.)

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Instruction: Today is a writing day! Students will work on their rough drafts for Assessment 3.

- Work with individuals and small groups you noted the day before
- When students finish their drafts, they should work with partners proof reading papers and offering suggestions for editing and revising
- The goal today is for everyone to complete their rough drafts. Students should not be zipping through this assignment since they are supposed to be quoting and paraphrasing from the works we have read in class to support their claims.
- If you see a student moving really quickly through the process, you will want to work with that student because chances are he/she is leaving something out that is needed in order to succeed on this assignment. No one should move on to final drafts today.
- Make notes of students you wish to work with tomorrow.

**ESSENTIAL QUESTION: How does the writing process strengthen my writing?**

**TASK: Editing, revising, and rewriting**

**Thursday September 20**

Standards:

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

Instruction:

- Go over observations from class yesterday.
- Work with individuals and groups you noted appear to need additional help.
- Today is a writing day. Students should finish rough drafts (if needed), work with peers to edit and revise their papers.
- Some students may work with you and/or your co-teacher.
- Work with individuals and small groups as needed.
- Depending on your class, students may complete their final drafts today, or they may need an additional day to complete final drafts.

**ESSENTIAL QUESTION: How does the writing process strengthen my writing?**

**TASK: Rewriting**

**Friday September 21**

Standards:

**ELACC6W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

Instruction:

- Students should write finish their final drafts today.
- For classes who have already finished their final drafts, you may choose to give them a reading workshop day (DEAR time), or you may give an assessment over grammar sponge activities that you have been working on in class, or other tasks you deem fit.
- Today would be a good day to take up Interactive notebooks (if you are using that format) for a formative assessment grade.

**PLANS FOR ASSESSMENT 4:** *integrating reading selections from the unit into a writing task*

PROMPT:

- Middle School Survival Guide (Informative/Explanatory):** Chicken Soup for the Soul Teens Talk Middle School contains many stories of middle schoolers and their experiences with friends, families, and school. Using stories from Chicken Soup for the Soul as inspiration, create a guide to help middle school students.
- In your introduction, include an epigraph (inspirational quote) that is correctly cited (you may select a favorite epigraph from the *Chicken Soup* book).
  - Then, create three sections to discuss experiences with 1) friends 2) families, and 3) school.
  - Write one piece on each topic you will need one original short story or poem, one short essay, and one interview in your final product. **You will be able to develop quick writes and longer assignments that you have worked on throughout the unit to fulfill these requirements.**
  - Include an annotated list of at least three resources. These resources can include books, websites, and programs that are helpful for new middle school students.
  - Finally, this guide must show conscientious workmanship, including neatness, illustrations, and correct spelling, and mechanics.

**SKILL BUILDING TASKS**

*Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.*

**ESSENTIAL QUESTION: How do I compile a collection of my writings?**

**TASK: Go over final assessment for unit. Preview upcoming lessons.**

**Monday October 1**

Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Instruction:

- Pass out and go over final task and rubric for unit four.
- Explain that students will be reading three more selections from *Chicken Soup* as well as viewing some videos about some middle school students who have made a big difference in their schools and communities to aid with the completion of this assignment.
- Explain that students will be using their writing notebooks for this assignment – they will be able to expand, and adapt previous writings to fit the task.

Modeling: Show students how to use their table of contents to review previous writings that may be appropriate to the culminating task

- Have students work with a partner to go through their table of contents and notebook to find pieces that may work for the culminating assessment.
- You may wish to hand out mini post-it notes for students to mark works.

Ticket out the door: Students should have identified at least three possible previous writing pieces that can help them with this assessment.

### ESSENTIAL QUESTION: How do I write an annotated bibliography?

#### TASK: Researching sources to help middle school students.

### Tuesday October 2

Standards:

**ELACC6W8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**\*\*Note: This lesson will require a day in the media center and/or the computer lab. You will need to plan with your unit planning team and media specialist to schedule which teacher will do this lesson on which day this week. If you are fortunate enough to have the time, you may wish to schedule one day in the media center and one day in the computer lab\*\***

Instruction: What is an annotated bibliography?

Mini Lesson: How to write an annotated bibliography -

[http://www.jefftwp.org/middleschool/CoreTeams/LA/Middle\\_Ages\\_Project/annotated%20bibliography.pdf](http://www.jefftwp.org/middleschool/CoreTeams/LA/Middle_Ages_Project/annotated%20bibliography.pdf)

- You may choose to do this mini lesson the day you go to the media center or the day before.

Media Center Day/Computer Lab

- If using the media center, students may look for books for their annotated bibliographies.
- They may also choose to use the computers to look for online sources.
- If using the computer lab, students will look for online sources for their annotated bibliographies.
- Once students collect information, they will write their annotated bibliographies. Students checking out books will need to read their sources first.

Students using the web will need to read each web page. Students should take notes. Bibliographies may be completed at home or during class time.

**ESSENTIAL QUESTION: How can middle school students make a difference in their schools and communities**

**TASK: Can students make a difference? Quick write**

**Wednesday October 3**

Standards:

**ELACC6RI7:** 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.

**ELACC6W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Instruction:

- Ask students if they believe kids like them can truly make a difference in their schools and communities?
- Discuss
- Tell students that today we are going to watch a couple of short videos about a group of kids in New Orleans, LA who are working to affect change in their communities and schools.
- Give background on The Rethinkers (<http://therethinkers.com/>)
- Set up each video clip for the students before showing it. Select the ones that you think work best for your class. The complete listing may be found here (<http://therethinkers.com/press-and-media/>)
- Note: HBO did a documentary on The Rethinkers as part of their *Weight of America* documentary series. It is an hour long but quite good. If you choose to show this, you will have to spread this lesson over two days. It will be available on the Rethinkers' web page in September. Otherwise, you may wish to show 2-3 short videos. They are each between 7-10 minutes in length.
- Pause to discuss after each clip.

Ticket out the door/Homework: Quick write: After viewing the video clips about the Rethinkers, do you believe kids can make a difference in their schools and communities? Write a fully developed paragraph (minimum) explaining your opinion.

**ESSENTIAL QUESTION: How do we support claims with clear reasons and relevant evidence?**

**TASK: If You Want Something Done Right, Do It Yourself quick write**

**Thursday October 4**

Standards:

**ELACC6W1:** Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Instruction: “No One’s Words But My Own” *Chicken Soup* p. 348

- Someone once said, “If you want something done right, do it yourself.” Ask students if they agree or disagree with that statement.
- Discuss
- Tell students that today they will be reading another selection from *Chicken Soup*
- After reading the selection, students should write a reflection on the statement “If you want something done right, do it yourself.”
- Judging from what they read, do they believe the author of this selection would agree or disagree with that statement? They should cite evidence from the selection in their quick write.
- Go over the standard for today’s assignment. Students’ writing should meet the standard.
- Have students read independently and complete their responses.
- Walk around room helping students as needed.
- Scaffolding: Shared reading, paired reading, essay scaffold

**ESSENTIAL QUESTION: How do we compare and contrast two literary works?**

**TASK: Read two selections from *Chicken Soup* and compare and contrast their views of finding your passion in middle school**

**Friday October 5**

Standards:

**ELACC6RI3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Instruction:

- Ask the students: Does anyone in here have a passion for something? In other words, do any of you have something you do that you absolutely love that you would not want to ever give up? Accept responses.
- Ask students: Do you think it is important to find a passion in school – something at school you love to do? Accept responses.
- Explain that today the students will be reading two selections from *Chicken Soup* both on the theme of “Finding Your Passion.”
- Pass out compare and contrast organizer (either Venn Diagram or Compare and Contrast organizer from Reading Quest web site - see supplemental resources) or you may have the students simply do this on paper.
- Tell students that they are to compare and contrast the two stories specifically looking at how the two authors convey the theme of finding your passion.
- Students may read independently, in small groups, partner read, or you may choose to read one of the two selections aloud and have the students read the other independently. At least one of these selections should be read independently.

Assessment: Complete notes comparing and contrasting the two works and be ready to discuss in class. Walk around room and spot check students comparisons.

**ESSENTIAL QUESTION: How do I compile a collection of my writings on a specific theme?**

**TASK: Begin work on final assessment for unit**

**Monday October 8**

Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the



topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

**ELACC6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

Instruction:

- Begin class with a discussion of Friday's readings. Discussion should last no more than 10 minutes.
- Students should begin working on Assessment 4 in class today. How much class time you devote to working on the final assessment is up to the individual teacher. For example, a gifted class may complete the majority of this assessment as an outside of class assignment. Class time could be devoted to research, skill lessons, or enrichment opportunities. A co-taught class or resource class will most likely wish to complete this entire assessment in class. If you know your student population lacks the necessary resources and support at home to do this assessment outside of class, you will want to work on the assessment for the remainder of the week in class. Regardless of the class makeup, today should be an in-class working day to get students started on their assessments.
- The remainder of the week's lesson plans will be written for those completing this task in class. If your students are completing the assessment outside of class, you will need to select skill lessons and/or enrichment opportunities for them for the remainder of the week.

**ESSENTIAL QUESTION: How do I compile a collection of my writing on a specific theme?**

**TASK: Work on assessments**

## Tuesday October 9

### Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

**ELACC6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

### Instruction:

- Begin class with a discussion of how yesterday's work went. Is anyone having difficulty?
- Students will be working on their assessment pieces today.
- You and your co-teacher (if applicable) may wish to divide the class into groups having some students work independently, some with a partner, some with a teacher. Clock Buddies is a great way to accomplish this task giving each student some support throughout the week - [http://www.readingquest.org/strat/clock\\_buddies.html](http://www.readingquest.org/strat/clock_buddies.html). This strategy can be easily adapted to a middle school classroom by dividing students into three or four groups: Red, Yellow, Blue, Green (If you have a co-teacher). You may do this randomly based on seating chart, or may do it based on data and observations. Each group would work in a different manner one day this week. See Appendix for the middle school version of this strategy.

**ESSENTIAL QUESTION: How do I compile a collection of my writing on a specific theme?**

**TASK: Work on assessments**

**Wednesday October 10**

Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

**ELACC6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

Instruction:

- Begin class with a discussion of how yesterday's work went. Is anyone having difficulty?
- Students will be working on their assessment pieces today. Rotate groups if using clock buddies strategy.

**ESSENTIAL QUESTION: How do I compile a collection of my writing on a specific theme?**

**TASK: Work on assessments**

**Thursday October 11**

Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

**ELACC6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

Instruction:

- Begin class with a discussion of how yesterday's work went. Is anyone having difficulty?
- Continue working on assessments.
- Rotate groups if using Clock Buddies Strategy.
- Give yourself the last 15-20 minutes of class to assess where students are in their work. Remind students that tomorrow is the last day for this assessment. They MUST be finished tomorrow!

- Ask if anyone needs extra help in order to complete the task. You will want to work with those students closely tomorrow.

## **ESSENTIAL QUESTION: How do I compile a collection of my writing on a specific theme?**

### **TASK: Finish assessments**

#### **Friday October 12**

Standards:

**ELACC6SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under

**ELACC6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics

(e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented.

**ELACC6W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

**ELACC6W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELACC6W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research

Instruction:

- Today is the last day for the assessment for this unit. Inevitably, some students will not finish today. Based on your classroom and your school's late work policies, you may wish to give those students the weekend to finish the task. If you are in a co-teach classroom, you may wish to have your co-teacher pull any student on Monday that did not complete the task. Do what works in your class!

- Flexibility is the rule of the day! Some students will have finished yesterday (maybe earlier). They will need an enrichment task to finish. You may give them computer time and have them explore The Rethinkers web site ([www.rethinkers.com](http://www.rethinkers.com)) or give them a reading workshop day (DEAR time).
- At end of class, take up finished assessment. Make note of any student who is not finished who will need additional time.
- If your entire class finishes before the end of class, give them an opportunity to reflect on this unit (individually or with a partner), and then have a time to share reflections at the end of class.