

Stratford School District

Curriculum Map Language Arts 6th Grade



Units and Pacing Guide

Unit	Time Frame
Narrative Writing	10 weeks
Expository Writing	10 weeks
Argumentative Writing	10 weeks
Poetry	10 weeks

New Jersey Student Learning Standards

Interdisciplinary Connection

- 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective.
- 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
- 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.

Career Readiness, Life Literacies, and Key Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Computer Science and Design Thinking

- 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Module 1: Narrative Writing/Sentence Structure

Unit Timeline: September-November

Unit New Jersey Student Learning Standards:

SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstration command of formal English when indicated or appropriate.

L.SS.6.1- Demonstrate command of the system and structure of the English language when writing or speaking.

E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

F. Recognize spelling conventions.

L.KL.6.2- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), read/listener interested, and style/voice.

D. Maintain consistency in style and tone.

L.VI.6.4- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

W.NW.6.3- 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. .

W.WP.6.4- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.RW.6.7- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Learning Objectives:

SWBAT:

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements
- Recognize spelling conventions
- Use punctuation, conjunctions, and subordinating conjunctions to write compound and complex sentences
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Vary sentence patterns for meaning, reader/listener interest, and style/voice
- Maintain consistency in style/tone
- Analyze the impact of a specific word choice on meaning and tone
- Engage the reader by establishing a context and introducing a narrator/characters, organize an event sequence that unfolds naturally and logically
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- Provide a conclusion that follows from the narrated experiences or events
- Develop and strengthen writing as needed by planning
- Flexibly make editing and revision choices

- Write routinely over extended time frames and shorter time frames for a range of purposes and audiences

Unit Resources:

Core: *HMH Into Reading*, Sadlier Vocabulary and Grammar workbooks

Supplemental: graphic organizers - plot diagrams, narrative writing documents, Google Slides/documents, Chromebook, iXL, Writable, Waggle

Learning Plan:

- Give vocabulary assignments and tests bi-weekly
- Take notes on subjects and predicates
- Complete interactive slides
- Take notes on simple, compound, complex sentences
- Complete interactive slides
- Types of Sentences scavenger hunt
- Types of Sentences review and test
- Take notes on the writing process
- Identify and label parts of Plot Mountain
- Complete plot mountain diagram using multiple Disney Shorts
- Writing Process Quiz
- Masterpiece Sentence examples/assignment
- Take notes on Narrative Writing
- Review narrative writing tools (narrative writing slides, checklist, transition words)
- Create plot mountain for narrative writing topic
- Writing conferences
- Write rough draft (show example for each paragraph as students write)
- Writing conferences
- Editing and revising with partners
- Make final changes to final copy using writing checklist

Unit Assessments:

Formative: Subject/Predicate Slides, Types of Sentences Scavenger Hunt, Masterpiece sentences google doc, Simple/Compound/Complex Sentences EdPuzzle, Vocabulary Sentences, Vocabulary EdPuzzles, Vocabulary Workbook Pages, Narrative Writing Graphic Organizer (plot mountain), Writing Conferences

Summative: Types of Sentences Test, Vocabulary Tests (bi-weekly), Writing Process Quiz, Narrative Writing Final Copy

Alternate: class projects, graphic organizers, writing process pieces and conferences, written responses to text

Accommodations/Modifications:

- Modified quick checks/tests
- Extra time on assessments
- Have assessments read aloud
- Small group testing
- Preferential seating
- Allow students to type notes
- Graphic organizers
- Provide checklists
- Text-to-speech
- Provide sentence starters as needed

Module 2: Expository/Nouns

Unit Timeline: December-February

Unit New Jersey Student Learning Standards:

RI.AA. 7 Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.SS.6.1- Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case.
- B. Use intensive pronouns
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

L.KL.6.2- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- C. Maintain consistency in style and tone.

L.KL.6.2- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.6.3- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meaning.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.IW.6.2- Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, and 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.
- E. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6- Gather relevant information from multiple print and digital resources; 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.

SL.PI.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g; eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstration command of formal English when indicated or appropriate.

Unit Learning Objectives:

SWBAT:

- Use intensive pronouns (i.e., myself, ourselves)
- Recognize and correct inappropriate shifts in pronoun number and person
- Use punctuation to set off nonrestrictive and parenthetical elements
- Recognize spelling conventions
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Vary sentence patterns for meaning, reader interest, and style/voice
- Maintain consistency in style/tone
- Use context as a clue to the meaning of a word or phrase
- Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings
- Introduce and organize ideas, concepts, and information, using text structures to aid in 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
- Acknowledge and attempt a formal/academic style, approach, and form
- Provide a concluding statement or section that follows from and supports the information or explanation presented
- Develop and strengthen writing as needed by planning
- Flexibly make editing and revision choices
- Attempt to address purpose and audience
- Research a specific topic to answer a question
- Draw on several sources and refocus the inquiry when appropriate
- Gather relevant information from multiple digital sources
- Assess the credibility of multiple digital sources
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Unit Resources:

Core: *HMH Into Reading*, Sadlier Vocabulary and Grammar workbooks

Supplemental: mentor texts, graphic organizers, expository writing documents, Google Slides/documents, Chromebook, iXL, Writable, Waggle

Learning Plan:

- Give vocabulary assignments and tests bi-weekly
- Common and proper noun notes and interactive slides
- Common and proper nouns quiz
- Singular and plural nouns notes and google doc assignment
- Singular and plural nouns quiz

- Plural possessive nouns notes/interactive slides
- Possessive noun task cards
- Possessive noun Kahoot
- Possessive nouns exit ticket
- Nouns review
- Nouns test
- Expository writing notes
- Quoted evidence and in-text citation notes and practice
- Review expository writing documents (approved source list, checklist, transition words, NIP statement, sample works cited)
- Review 4-box layout; show examples
- Research topic and work on 4-box layout
- Writing conferences
- Type rough draft using 4-box layout
- Writing conferences
- Editing and revising with partners
- Works Cited page
- Making final changes to final copy using writing checklist

Unit Assessments:

Formative: Vocabulary EdPuzzle, vocabulary workbook pages, vocabulary sentences, common and proper nouns quiz, singular and plural nouns quiz, possessive nouns task cards, possessive nouns exit ticket

Summative: Vocabulary Test (bi-weekly), Nouns Test, Expository Writing Final Copy

Alternate: class projects, graphic organizers, writing process pieces and conferences, written responses to text

Accommodations/Modifications:

- Modified quick checks/tests
- Extra time on assessments
- Have assessments read aloud
- Small group testing
- Preferential seating
- Allow students to type notes
- Graphic organizers
- Provide checklists
- Text-to-speech
- Provide sentence starters as needed

Module 3: Argumentative/Adjectives

Unit Timeline: February- April

Unit New Jersey Student Learning Standards:

L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.

E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

F. Recognize spelling conventions.

L.KL.6.2- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

C. Vary sentence patterns for meaning (syntax), read/listener interested, and style/voice.

D. Maintain consistency in style and tone.

L.VL.6.3- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

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

B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meaning.

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

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

RI.AA.6.7 Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.AW.6.1 Write arguments on discipline-specific content to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

B. Support claims(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to link and clarify the relationships among claims(s), reasons and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

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

W.WP.6.4- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6- Gather relevant information from multiple print and digital resources; 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.

SL.PI.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g; eye contact, adequate volume, and clear pronunciation).

SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstration command of formal English when indicated or appropriate.

Unit Learning Objectives:

SWBAT:

- Use punctuation to set off nonrestrictive and parenthetical elements
- Recognize spelling conventions
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Gather vocabulary knowledge when considering a word or phrase important to expression
- Vary sentence patterns for meaning, reader interest, and style/voice
- Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings
- Use context as a clue to the meaning of a word or phrase
- Introduce claims about a topic or issue and organize the reasons and evidence logically
- Support claims with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources
- Use words, phrases, and clauses to link and clarify the relationships among claims, reasons and evidence
- Establish and maintain a formal/academic style, approach, and form
- Provide a concluding statement or section that follows from the argument presented
- Develop and strengthen writing as needed by planning
- Flexibly make editing and revision choices
- Attempt to address purpose and audience
- Research a specific topic to answer a question
- Draw on several sources and refocus the inquiry when appropriate
- Gather relevant information from multiple digital sources
- Assess the credibility of multiple digital sources
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

Unit Resources:

Core: *HMH Into Reading*, Sadlier Vocabulary and Grammar workbooks

Supplemental: mentor texts, graphic organizers, expository writing documents, Google Slides/documents, Chromebook, iXL, Writable, Waggle

Learning Plan:

- Vocabulary edpuzzles, workbook pages, sentences, and tests bi-weekly
- Prepositional phrases notes and slides
- Direct and indirect objects notes
- Direct and indirect objects sentences google document
- Direct and indirect objects quiz
- Action, linking, and helping verb notes and slides
- Action and linking verb sort
- Action, linking, and helping verb quiz
- Progressive verb tense notes and slides
- Perfect verb tense notes and slides
- Progressive and perfect verb tense quiz
- Verbs review
- Verbs Test
- Argumentative Writing introduction/notes
- Argument refute practice
- Review argumentative writing documents (approved source list, checklist, transition words, NIP statement, sample works cited)
- Review 4-box layout; show examples
- Research topic and work on 4-box layout
- Writing conferences
- Type rough draft using 4-box layout
- Writing conferences
- Editing and revising with partners
- Works Cited page
- Making final changes to final copy using writing checklist

Unit Assessments:

Formative: Vocabulary edpuzzle, vocabulary workbook pages, vocabulary sentences, prepositional phrases slides, direct/indirect objects sentences google document, direct and indirect objects quiz, action and linking verb sort, linking and helping verbs slides, action/linking/helping verbs quiz, progressive verb tense slides, perfect verb tense slides, progressive/perfect verb tense quiz

Summative: Verbs Test, Vocabulary Tests (bi-weekly), Argumentative Writing Final Copy

Alternate: class projects, graphic organizers, writing process pieces and conferences, written responses to text

Accommodations/Modifications:

- Modified quick checks/tests
- Extra time on assessments
- Have assessments read aloud
- Small group testing
- Preferential seating
- Allow students to type notes
- Graphic organizers
- Provide checklists
- Text-to-speech
- Provide sentence starters as needed

Module 4: Poetry/Adjectives

Unit Timeline: March- June

Unit New Jersey Student Learning Standards:

- L.SS.6.1 Demonstrate command of the system and structure of the English language when writing or speaking.
E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
F. Recognize spelling conventions.
- L.KL.6.2- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.6.3- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.
F. 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.
G. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meaning.
H. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
I. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.6.4- Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.
A. Interpret figures of speech (e.g., personification) in context.
B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
C. Analyze the impact of a specific word choice on meaning and tone.
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- W.NW.6.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- W.WP.6.4- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibility making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- W.RW.6.7- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.AS.6.6 Adapt speech to a variety of contexts and tasks, demonstration command of formal English when indicated or appropriate.

Unit Learning Objectives:

SWBAT:

- Use punctuation to set off nonrestrictive and parenthetical elements
- Recognize spelling conventions
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression
- Vary sentence patterns for meaning, reader interest, and style/voice
- Maintain consistency in style and tone
- Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings
- Interpret figures of speech in context

- Analyze the impact of a specific word choice on meaning and tone
- Distinguish among the connotations of words with similar denotations (i.e.- stingy, scrimping, thrifty)
- 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
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- Develop and strengthen writing as needed by planning
- Flexibly make editing and revision choices
- Attempt to address purpose and audience
- Write routinely over extended time frames and shorter time frames for a range of purposes and audiences

Unit Resources:

Core: *HMH Into Reading*, Sadlier Vocabulary and Grammar workbooks
 Supplemental: mentor texts and poems (*Woman Work* by Maya Angelou), graphic organizers, expository writing documents, Google Slides/documents, Chromebook, iXL, Writable, Waggle

Learning Plan:

- Vocabulary workbook pages, edpuzzles, sentences, and tests bi-weekly
- Adjective and adverb notes and slides
- Ordering adjectives notes and slides
- Comparative and superlative adjectives notes
- Comparative and superlative adjectives task cards
- Demonstrative and articles notes
- Finding the adjectives worksheet
- Adjectives review
- Adjectives Test
- Review literature terms and take notes
- Types of poetry pre-lesson and take notes
- Types of poetry quiz
- Poem structure and poetry terms lesson
- Read and analyze *Woman Work* by Maya Angelou
- Reading response
- Theme lesson; read and analyze *The Walloping Window-blind* by Charles E. Carryl
- Reading response
- Mood and tone lesson; read and analyze *The Raven* by Edgar Allan Poe
- Reading response
- Figurative language lesson; read *If* by Rudyard Kipling
- Reading response
- Identifying types of poems lesson
- Haiku lesson and notes
- Write a Haiku
- Acrostic poem mini-lesson
- Write an acrostic poem
- Free verse poem mini-lesson
- Write a free verse poem

Unit Assessments:

Formative: Vocabulary edpuzzles, vocabulary sentences, vocabulary workbook pages, adjectives and adverbs slides, ordering adjectives slides, comparative/superlative adjectives task cards, finding the adjectives worksheet, types of poetry quiz

Summative: Vocabulary Tests (bi-weekly), Adjectives Test, Haiku, Acrostic Poem, Free Verse Poem, Written work graded with rubric

Alternate: class projects, graphic organizers, writing process pieces and conferences, written responses to text

Accommodations/Modifications:

- Modified quick checks/tests
- Extra time on assessments
- Have assessments read aloud
- Small group testing
- Preferential seating
- Allow students to type notes
- Graphic organizers
- Provide checklists
- Text-to-speech
- Provide sentence starters as needed

ACCOMMODATIONS and MODIFICATIONS

Additional accommodations can also be found in the curriculum [appendix](#).

504

- Work with fewer items per page or line and/or materials in a larger print size
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use an alarm to help with time management
- Take frequent breaks, such as after completing a task
- Use visual presentations of verbal material, such as word webs and visual organizers

Special Education

- Utilize reading focus tools to help with tracking
- Listen to audio recordings instead of reading text
- Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information.
- Take more time to complete a task or a test
- Take sections of a test in a different order
- Be given a written list of instructions
- Sit where they learn best (for example, near the teacher, away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Have extra time to process oral information and directions
- Complete fewer or different homework problems than peers

At-Risk

- Utilize reading focus tools to help with tracking
- Mark texts with a highlighter
- Be given a written list of instructions
- Flexible due dates
- Ability to resubmit assignments
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use visual presentations of verbal material, such as word webs and visual organizers

Gifted and Talented

- Avoid drill and practice activities.
- Create specialized learning centers for skill work
- Provide opportunities for divergent (many answers) and convergent (best answer) thinking
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Higher level support text
- Allow gifted students to move more quickly through the material
- Provide higher level thinking questions to invoke thoughtful written responses

Multilingual Learners

- Explanation of directions (English)
- Repeat directions
- Preferential seating
- Have curriculum materials translated into native language
- Provide verbal praise or tangible reinforcement to increase motivation
- Answer orally, point to answer