**ELA Department Year at a Glance:**

**Collections, Common Assessments for Reading and Grammar, and Collins Writing Assessments**

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| **Curriculum:****COLLECTIONS** | **6th** | **7th** | **8th** |
| Q1 | **Collection 1 Theme: Facing Fear**Anchor Texts: “The Ravine” pg. 3Online Article by kidshealth.org “Fears and Phobias” pg. 41 | **Collection 1 Theme: Bold Actions**Anchor Texts: Short Story by Theodore Taylor, “Rogue Wave” pg. 3a Lexile 780Greek Myth retold by Sally Benson, “The Flight of Icarus.” Pg. 31a Lexile 1110 | **Collection 1 Theme: Culture and Belonging**Anchor Texts: Short story by Jean Davies Okimoto, “My Favorite Chapereone Memoir by Kao Kalia Yang from “The Latehomecomer.” |
| Q2 | **Collection 3 Theme: Dealing with Disaster**Anchor Texts: Informational Text by Brenda Z. Guiberson “Mammoth Shakes and Monster Waves: Destruction in 12 Countries” pg. 139History Writing by Walter Lord from “A Night to Remember.” Pg. 185 | **Collection 3 Theme: Nature at Work**Anchor Texts:Memoir by Eddy Harris from “Mississippi Solo” pg. 137a Lexile 830Poem by Pablo Neruda “Ode to enchanted light” pg. 169a Lexile 1060 Poem by Mary Oliver “Sleeping in the Forest” pg. 169a Lexile 1060 | **Collection 4 Theme: Approaching Adulthood**Anchor Texts: Short Story by Eugenia Collier, “Marigolds” (pg. 213).Arguments from “Room for Debate.” In the New York Times, “When do kids become Adults?” (pg. 235A) |
| Q3 | **Collection 4 Theme: Making Your Voice Heard**Anchor Texts: Editorial by USA Today, “Wild Animals Aren’t Pets” PG. 223a Lexile 1170LCommentary by Zuzana Kukol, “Let People Own Exotic Animals.” Pg. 223-227 Lexile 1180L | **Collection 4 Theme: Risk and Exploration**Anchor Text: Speech by John F. Kennedy “Remarks at the Dedication of the Aerospace Medical Health Center” pg. 185a Lexile 1380 | **Collection 5 Theme: Anne Frank’s Legacy**Anchor Text: Drama by Frnces Goodrich and Alberet Hackett: “The Diary of Ann Frank.” |
| Q4 | **Collection 6 Theme: What Tales Tell**Anchor Texts: Greek Myth by Rosemary by Sutcliffe from “Black Ships Before Troy: The Story of the Iliad” pg. 313 Novel by Mark Twain Dramatized by Joellen Bland, “The Prince and the Pauper.” Pg. 345 | **Collection 6 Theme: Guided by a Cause**Anchor Text: History writing by Albert Marrin from “Flesh and Blood So Cheap: The Triangle Fire and its legacy” pg. 265A Lexile 900History writing by Zachary Kent from “The Story of the Triangle Factory Fire.” Pg. 265A Lexile 1110Personal essay by Craig Kielburger “Craig Kielburger Reflects on Working Toward Peace.” Pg. 307A Lexile 1080 | **Collection 6 Theme: The Value of Work**Anchor Texts: Novel by Mark Twain: “From the Adventures of Tom Sawyer”Poem by Carl Sandburg, “Chicago”, Poem by Rhina P. Espaillat, “Find Work”Poem by Rita Dobe, “My Mother Enters the Workforce. |

**Instructional Overview, 6th Grade**

**Collection 1 Theme: Facing Fear**

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| Anchor Text | Key Learning Objective | Language Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style | Student Instructional Support |
| Anchor Texts: “The Ravine” pg. 3 | The student will be able to describe characters in a story and make inferences in the context of a short story. | Student will write to describe characters in a story and why by using the following sentence stems: \_\_\_\_\_\_\_\_\_ is the protagonist (the good guy/girl). I know \_\_\_\_\_\_\_\_ is the protagonist, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. AND/OR\_\_\_\_\_\_\_\_\_ is the antagonist (the BAD guy/girl). I know \_\_\_\_\_\_\_\_ is the antagonist, because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | RL1RL2Rl3RL4RL5W2W9ASL1L1EL3AL4AL4CL4DL5 | Writing Activity: Essay | Using context clues | Recognize variations from standard English | Scaffolding for ELL Students: Analyze languageWhen Students Struggle: Character developmentTo Challenge Students: Describe characters |
| Online Article by kidshealth.org “Fears and Phobias” pg. 41 | The student will be able to cite textual evidence to analyze text features |   | RI1RI2RI3RI4RI5RI6W2W4SL1L1AL4AL4BL4DL6 | Writing Activity: Summary | Prefixes that mean “not” | Subjective and Objective Pronouns | Scaffolding for ELL Students: Analyze LanguageWhen Students Struggle: compare & contrastTo Challenge Students: |

**Instructional Overview, 6th Grade**

**Collection 3 Theme: Dealing with Disaster**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Informational Text by Brenda Z. Guiberson “Mammoth Shakes and Monster Waves: Destruction in 12 Countries” pg. 139 | The student will be able to identify and analyze cause-and effect organization and determine meanings of technical language in an informational text.  | RI1RI2RI4RI5RI7SL1ASL1BSL1CSL1DSL5L1CL4AL4BLC | Speaking activity: discussion | Greek Affixes | Shifts in pronoun person | Scaffolding for ELL Students: Analyze structure and determine meaningWhen students struggle: cause and effect organization & integrate informationTo challenge students: Make comparisons |
| History Writing by Walter Lord from “A Night to Remember.” Pg. 185 | The student will be able to analyze elements of narrative nonfiction, including how authors establish style and tone in their writing | RI1RI3RI4RI5RI10W7W8SL1L3BL4AL4CL4DL6 | Writing Activity: Research | Specialized Vocabulary | Consistency in Style and Tone | Scaffolding for ELL Students: analyze meaning When students struggle: point of viewTo challenge students: analyze a diagram |

**Instructional Overview, 6th Grade**

**Collection 4 Theme: Making Your Voice Heard**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Editorial by USA Today, “Wild Animals Aren’t Pets” PG. 223a Lexile 1170LCommentary by Zuzana Kukol, “Let People Own Exotic Animals.” Pg. 223-227 Lexile 1180L | The student will be able to trace and evaluate an argument, analyze persuasive techniques, and compare and contnrast two arguments on the same topic.  | RI1RI2RI3RI4RI5RI6RI8RI9W1W7SL1L2BL4AL5BL6 | Writing Activity: Essay | Part-towhole Analogies | Spell words Correctly | Scaffolding for ELL Students: Analyze LanguageWhen students struggle: Persuasive Language |

**Instructional Overview, 6th Grade**

**Collection 6 Theme: What Tales Tell**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Greek Myth by Rosemary by Sutcliffe from “Black Ships Before Troy: The Story of the Iliad” pg. 313 lexile 1220 | The student will be able to describe literary elements and determine themes in a Greek myth. | RL1RL2RL3RL4RL5W2W2AW2BW2CW2DW2EW2FW9AW10SL1L2BL4AL5BL6 | Writing Activity: Analysis | Cause-to-effect Analogies | Spell words correctly | Scaffolding for ELL Students: paraphrase textWhen students struggle: describe plot & conflict and resolutionTo challenge students: describe character |
| Novel by Mark Twain Dramatized by Joellen Bland, “The Prince and the Pauper.” Pg. 345  | The student will be able to describe the elements of drama in a play | RL1RL2RL3RL4RL5SL1SL4SL6 | Speaking Activity: Dramatic Reading |  |  | Scaffolding for ELL Students: use context cluesWhen students struggle: describe plot & determine meaningTo challenge students: analyze tone and structure |

**Instructional Overview, 7th Grade**

**Collection 1 Theme: Bold Actions**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Short Story by Theodore Taylor, “Rogue Wave” pg. 3a Lexile 980 | The student will be able to identify, analyze, and make inferences about the elements of plot in a short story. | RL1RL3SL4W3L1BL4AL4BL4C | Writing Activity: Movie Outline | Latin Roots | Sentence Structure | Scaffolding for ELL StudentsWhen students struggleTo challenge students |
| Greek Myth retold by Sally Benson, “The Flight of Icarus.” Pg. 31a Lexile 1110 | The student will be able to analyze the elements of a myth and to determine two or more themes. | RL1RL2RL3RL4W3W7L2AL4B | Writing Activity: Graphic Comic | Noun suffixes -ty and -ity | Commas and coordinate adjectives | Scaffolding for ELL Students: analyze language descriptionsWhen students struggleTo challenge students |

**Instructional Overview, 7th Grade**

**Collection 3 Theme: Nature at Work**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Memoir by Eddy Harris from “Mississippi Solo” pg. 137a Lexile 830 | The student will be able to identify features of a memoir and analyze the author’s style. | RI1RI2RI3RI4W9L3AL5A | Writing Activity: analysis | Figures of speech | Precise language | Scaffolding for ELL Students: Analyze meanings of words and phrasesWhen students struggle: characterization |
| Poem by Pablo Neruda “Ode to enchanted light” pg. 169a Lexile 1060 Poem by Mary Oliver “Sleeping in the Forest” pg. 169a Lexile 1060 | The student will be able to analyze poetic form and learn how poets use figurative language to express feelings and ideas.  | RL1RL2RL4RL5RL6W2W10SL1 | Writing activity: poem |  |  | Scaffolding for ELL Students: analyze languageWhen students struggle: summarizeTo challenge students: analyze media |

**Instructional Overview, 7th Grade**

**Collection 4 Theme: Risk and Exploration**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| Speech by John F. Kennedy “Remarks at the Dedication of the Aerospace Medical Health Center” pg. 185a Lexile 1380 | The student will be able to trace and evaluate an argument. |  | Writing Activity: Research Report | Using Context Clues | Capitalization | Scaffolding for ELL Students: analyze languageWhen students struggle: analyze language |

**Instructional Overview, 7th Grade**

**Collection 6 Theme: Guided by a Cause**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
| History writing by Albert Marrin from “Flesh and Blood So Cheap: The Triangle Fire and its legacy” pg. 265A Lexile 900 History writing by Zachary Kent from “The Story of the Triangle Factory Fire.” Pg. 265A Lexile 1110 | The student will be able to determine central ideas and details, analyze chronological order, and analyze the authors’ writings on the same topic.  |  | Speaking Activity: Oral Presentation | Latin Roots | Capitalization | Scaffolding for ELL Students: analyze language & determine meaningWhen students struggle: restate main ideas |
| Personal essay by Craig Kielburger “Craig Kielburger Reflects on Working Toward Peace.” Pg. 307A Lexile 1080 | The student will be able to identify and analyze elements of a personal essay and determine an author’s point of view.  |  | Writing Activity: Critique | Multiple Meanings | Dangling Modifiers | Scaffolding for ELL Students: analyze language When students struggle: track elements of personal essays |

**Instructional Overview, 8th Grade**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |

**Instructional Overview, 8th Grade**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |

**Instructional Overview, 8th Grade**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |

**Instructional Overview, 8th Grade**

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| Anchor Text | Key Learning Objective | Common Core Standard | Performance Task | Vocabulary Strategy | Language and Style  | Student Instructional Support |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |
|  |  |  |  |  |  | Scaffolding for ELL StudentsWhen students struggleTo challenge students |

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| **COMMON ASSESSMENTS:****Reading and Grammar** | **6TH** | **7TH** | **8TH** |
| Q1 | Text: **Collection 1 Theme: Facing Fear**Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: |
| Q2 | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: |
| Q3 | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: |
| Q4 | Text:Author’s Craft: Reading strategies:Grammar skills:Vocabulary: | Text: *Allied with Green*Author’s Craft: Figurative Language * Simile, metaphor, imagery, personification (identify it, write it, say what it does for you).
* Refers to text (not provided), “Allied with Green”, specifically the phrase tending to green and its importance. Asks what “tending to green” means & why it’s important.

Reading strategies: ?Grammar skills: ?Vocabulary: arboretum, obituary, addiction, median | Text: Literature - *Autumn Street* by Lois Lowry, paragraphs are numbered. Informational – Excerpt from an autobiography – *Childtimes: a Three-Generation Memoir* by Eloise GrenfieldAuthor’s Craft: * Repeating phrases to establish character, word choices emphasizes a dislike for something,
* Pattern of organization: problem/solution, compare/contrast, chronological order, order of importance
* Sentence structure emphasizes contrast
* Sentence fragment is used to show, reveal, emphasize, explain,
* Mood created by allusion

Reading strategies: Author’s primary purpose: instruct, compare/contrast, express personal thoughts & feelings, inform the audience, describe, entertain.Grammar skills: ?Vocabulary: symbol, historical setting, dialogue, uniforms, personal concern, description, opinion, imagery emphasizes,air-raids, beret, reveal perceptions, Different points of view |

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| **Collins Writing Assessments** | **6TH** | **7TH** | **8TH** |
| Q1 |  |  |  |
| Q2 |  |  |  |
| Q3 |  |  |  |
| Q4 | **Argumentative Writing**Competitive School Sports, FCAs: position, support, organization and conventions | **Argumentative Writing**Vending Machines: FCAs: position, support, organization and conventions | **Argumentative Writing**School Uniforms: FCAs: position, support, organization and conventions |