

Grade 6

What should my students learn from September to November?

By the end of sixth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in sixth grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

Entering sixth grade can represent a pivotal transition for students. Their workload across different disciplines increases. Texts grow more complex. On top of it all, they are often entering a new school setting where they must forge new relationships with both peers and adults. Even in the best of times, this is a critical period of change and development for all students. Sixth grade students require strong social and emotional support, role models and mentorship, and structured opportunities for collaborative learning.

Reading

The Sixth Grade Experience

Students entering sixth grade will be expressing personal interests in reading, reading for sustained periods of times, and comprehending at higher levels of complexity. In sixth grade, students read a range of more challenging texts on a wider array of topics. As texts grow more complex, they demand more of young readers at the word, sentence, and text level. Students in grade 6 benefit from explicit instruction that scaffolds their ability to establish literal meaning and analyze implicit meaning of complex texts. Whether in-person or remote, students should experience the careful and close analysis of grade-level literature and informational texts within shared units of study. Simultaneously, they increase the volume of texts they listen to and read in different formats, both independently and across different disciplines. Sixth graders engage in rich discussions about texts with their peers in small groups, videoconference breakouts, or on digital platforms and documents. They evaluate the arguments of authors and of one another based on evidence and elaborate on their thinking in writing.

In the beginning of sixth grade, teachers need to get a strong sense of a student as a reader in terms of their stamina, interest, and prior reading experiences, as well as determine their proficiency with code-based skills (such as automaticity) and meaning-based language skills (such as vocabulary, monitoring comprehension, inferring, knowledge of text types and structures, and reading with expression, phrasing, and intonation). However, it is important that this information is not used to lower grade-level expectations, texts, or content for any student, but rather as considerations for how to ensure access to grade-level texts through instructional scaffolding, extended opportunities for strategic practice and feedback, and targeted instruction and intervention as needed. It is also important to recognize the cultural and linguistic assets students bring, while identifying the academic skills they will need further support with to accelerate learning. This information will allow the teacher to continuously tailor curriculum and instruction to engage students in grade-level content, literacy, and language. Establishing expectations, systems, and routines for close analysis of text, independent reading, and class writing and discussion are always critical for success upon entering sixth grade. Students will need explicit models of the habits and strategies of successful readers, as well as provided frequent opportunities for targeted practice and feedback individually and in small groups, whether via videoconference or in-person.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write about it as well. This will enable the development of the Lifelong Practices of Readers.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners. For additional guidance for how to establish routines and structures, see [4 Tips for Getting to Know the Blended Instructional Model](#).

Using this Learning Map

Below you will find the teaching and learning experiences that most sixth-grade students should have from September to November. There is also a list that contain examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, sixth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Reading Habits and Behaviors</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of literary and informational texts, including multiple texts related to a shared theme or topic. • Select and engage in independent reading of texts for sustained periods of time (utilize accessible digital collections such as Sora, Epic!, MyON, or NYPL). 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Strategically select (or prepare from a high-quality curriculum) rich text sets that develop student knowledge and vocabulary on shared themes and topics to build an intellectual community and foster affinities of students (see the Text Set Project for more on text sets; for digital text set resources, see CommonLit and NewsELA). • Establish routines for close reading of complex, grade-level texts (see 5 Strategies for Teaching Close Reading with Tech).

<p><i>Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> Practice and work towards reading goals independently and with support from teachers. Actively listen and respond to read alouds (both live and recorded). Have the stamina to read and analyze a complex text multiple times for deeper understanding, and to read books in their entirety. Read passages or short texts aloud repeatedly (with a partner, or via recording such as using Flipgrid or Padlet) to develop fluency with the pronunciation of words, the flow of sentences, and reading with expression and meaning. Draw upon instructional tools and resources as needed to strengthen comprehension (such as teacher provided scaffolds or accessibility and translation features provided by technology). Reflect on and respond to self-generated questions or those posed by the teacher using evidence from a text through discussion and in writing, both in print and on digital platforms). 	<ul style="list-style-type: none"> Engage students in repeated readings of short texts or passages to develop fluency, such as choral, echo, and partner readings (see Weekly Reading Practice Routine and Fluency Resources for remote example routines). Encourage independent reading through routines and structures to support book selection and sustained time for reading (see Reading with Power and Passion for more on independent reading; utilize accessible digital collections such as Sora, Epic!, or MyON). Engage students in frequent read-alouds, either synchronous or asynchronous, to ensure they are gaining exposure to a variety of complex texts with academic language (see Teaching to Transform pgs. 12-21 for more on instructional read-alouds, and the TLAC blog for remote read-aloud examples). Provide ample time and opportunity for students to engage with partners and as a community in text-based discussions and writing (use videoconferencing to support live discussions, either whole-class or in breakouts, or tools such as Flipgrid or Padlet to foster asynchronous discussion). Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs for digital examples). Provide sequences of questions that engage students deeply with a text and build deeper understanding (text-dependent questions can be provided using Nearpod, Pear Deck, or Actively Learn, or within an LMS such as Google Classroom).
<p>Reading Development</p> <p>This learning is connected to Priority Learning</p>	<p>Students are provided with opportunities to:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> Distinguish between “right there” information and information that must be determined from clues. Monitor comprehension while reading by noticing, tracking, and annotating important details across a text, such as: 	<p>Teachers may:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> Model how to identify explicit information as “right there” evidence, and how to make an inference or deduction from implicit evidence based on shared knowledge and understanding. Model how to distinguish between key details and minor details.

- How characters respond or change as the plot moves toward a resolution.
- Key events related to the problem or resolution of a story, or to the main topic of an informational text.
- A poet’s use of sound, graphics, or figurative language.
- Numbers, statistics, charts, photographs, or diagrams.
- Information that challenges or confirms what the reader already knew.
- Elaborate on inferences and what they notice by citing evidence and referring to sources in writing and discussion.

Determine themes and summarize key supporting details and ideas

- Refer to notes to synthesize key supporting details from across a text to identify and state a theme or central idea.
- Paraphrase and cite key supporting details, such as those related to the characters, setting, and plot.
- Provide a complete summary of a text, both verbally and in writing.

Determine the meaning of words and phrases

- Use the features of a word, sentence, or text as clues to the meaning of an unknown word or words with multiple meanings.
- Use tools, both digital and print, to determine the pronunciation or meaning of unknown words or words with multiple meanings.
- Distinguish between the literal and figurative meanings of words and phrases.

Integrate and evaluate the perspectives of others

- Attend to how characters might think and feel, and question a character’s or author’s words, thoughts, and assumptions.
- Attend to multiple perspectives and competing claims on a topic or issue.

- Engage in read alouds to provide students with modeling for noticing, annotating, and tracking key ideas, details, individuals, elements, or events to support analysis of craft and structure, claims and reasoning, characters, themes, and disciplinary or world knowledge. An example is [Kami](#) for annotating documents.
- Review common elements and techniques of narrative, poetry, or drama (e.g. as a protagonist seeks to solve challenges, the story elements of exposition, conflict, rising action, climax, and resolution, and literary elements of plot, setting, character, and dialogue), or common informational text structures (such as description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/answer) and ask students to share their prior knowledge in class discussion.
- Provide students with the opportunity to debate about a topic, using an informational text as a source for evidence.

Determine themes and summarize key supporting details and ideas

- Provide frequent opportunities for verbal and written practice and feedback (teacher and peer) with paraphrasing and summarizing, in addition to using direct quotations with proper formatting.
- Demonstrate the use of annotations of key supporting details to develop an exemplar summary of a familiar text. An example is [Kami](#) for annotating documents.
- Engage students in a shared writing activity to co-construct sample summaries and build a shared understanding of successful summaries.

Determine the meaning of words and phrases

- Provide direct instruction to teach how to use morphological features, in addition to syntactical and grammatical features, as clues to word meaning (see [Word Work and Word Play](#) pgs. 127 - 142 for more on morphology, and see [UFLI’s Big Words](#) page for digital morphology resources; see [Juicy Sentence Play](#) for more on sentence-level study).
- Model how to use traditional references (such as [dictionaries](#) and glossaries) and other resources (such as [How Many Syllables?](#)) to determine pronunciation and word meaning.
- Model using context clues and background knowledge during read alouds to support analysis of literal and figurative meanings of words and phrases.

Integrate and evaluate the perspectives of others

- Ensure anchor texts throughout the curriculum reflect relevance and representation of your students and their communities, and provide a variety of texts in different media and formats.
- Establish discussion protocols to support evidence-based discourse that supports active listening, values diverse perspectives and insights, ensures there is equity of voice and responsibility, and requires students to integrate the perspective of their peers.

	<ul style="list-style-type: none"> • Actively listen to and constructively evaluate the perspectives of peers. • Consider how poems, stories, and information presented in different formats (such as digital vs. print, or audio vs. video) develops different understandings. 	<ul style="list-style-type: none"> • Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments about characters, ideas, or language in texts they have read. • Present texts in different formats, such as playing an audio version or film adaptation, and lead a discussion on what students notice and wonder.
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Writing	<p>The Sixth Grade Experiences (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p> <p>In classes where there is a culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. What’s important is to establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter sixth grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.</p> <p>Over the course of the year, the focus of writing instruction should move away from critiquing the products that students create and instead toward instruction in the process that students use to create writing products. Instructional focus must shift from what is produced to how writing pieces are produced with a focus on making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers will need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.</p> <ul style="list-style-type: none"> • REHEARSING: Ways to find ideas for writing and prepare to draft • DRAFTING: Writing a first draft • REVISING: Improving writing through elaboration • EDITING: Edit writing for mechanics, usage and punctuation • PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways
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Throughout the year, teachers can cultivate writing using mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors' use of language, style, characters, and dialogue that can serve as models and inspiration for students' own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters' actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn't see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read or engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are highly validated research-based pedagogical approaches that should be part of every teacher's repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most sixth grade students should have from September to November. There is also a list of examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?

	<ul style="list-style-type: none"> ○ If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each? ● When is each type of writing taught? ● When taught, do students have the learning experiences identified? <p>Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.</p>	
	<p>What will the learning look like? <i>In the beginning of the year, sixth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> ● Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. ● Emulate techniques observed in mentor texts. ● Write routinely over sustained periods of time that gradually increase. ● Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. ● Collaborate with classmates to write together. 	<p>Teachers may:</p> <ul style="list-style-type: none"> ● Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors, teach various structures and highlight author’s craft. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ● Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. ● Explicitly teach students through modeling and the use of think aloud how to emulate techniques from mentor texts. ● Create systems and structures that give students extended periods of time to write daily. ● Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre. ● Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts. ● Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). ● Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! ● Establish writing partnerships.

<p>around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.</p>	<ul style="list-style-type: none"> • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. • Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc. • Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have. • Write across a variety of genres, keeping audience, and purpose in mind. 	<ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others. • Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc. <ul style="list-style-type: none"> ○ Check out this interactive website that helps students learn poetry. • Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand). Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like Jamboard. • Provide students guidance with language that addresses the genre and purpose of their writing.
	<p>The Writing Process</p> <ul style="list-style-type: none"> • Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece. <p><i>REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT</i></p> <ul style="list-style-type: none"> • Brainstorm ideas for writing by making lists or completing graphic organizers. 	<p>The Writing Process</p> <ul style="list-style-type: none"> • Review the writing process; Model that the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise. • Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use. <ul style="list-style-type: none"> ○ Create a digital checklist that students can use as they engage in the writing process; Use Google Keep to share it with students. • Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions. <ul style="list-style-type: none"> ○ Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner. <p><i>REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT</i></p> <ul style="list-style-type: none"> • Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use this resource to create digital concept maps. • Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like Jamboard. • Give students choice to selecting meaningful, relevant and interesting topics to write about.

- Reading other writers for inspiration.
- Re-read their own pieces for topics or ideas to explore further.
- Create writing plans like outlines or graphic organizers.
- Gather needed information needed to write.

- Write several short pieces of writing like flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Support students in creating writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Ensure that students are provided choice when generating ideas for writing; Have students discuss choices for writing; Use video conferencing features like the “raise hand” feature or chat to promote discussion.
- Model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.
- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others’ drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.

	<ul style="list-style-type: none"> • Revisit word usage to strengthen and clarify language. • Incorporate feedback from the teacher and peers. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Evaluate the quality of their sentences. <ul style="list-style-type: none"> • Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Incorporate revisions and edits into one neat, final copy of their writing. <ul style="list-style-type: none"> • Share their writing with well-chosen audiences. • Receive feedback on their writing from audiences. <ul style="list-style-type: none"> • Reflect on their writing and consider new writing challenges or areas for growth. 	<ul style="list-style-type: none"> • Model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback. • Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised. • Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use different types of sentences to signal differing relationships amongst ideas?” • Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use Google Keep to share digital checklists with students. <p><i>EDITING</i></p> <ul style="list-style-type: none"> • Explain the purpose of using grammar for clarity, such as subject-verb agreement, pronoun usage, etc. • Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. • Give students editing checklists; Use Google Keep to share digital checklists with students. • Have students edit each other’s work. <p><i>PUBLISHING</i></p> <ul style="list-style-type: none"> • Explicitly model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like Jamboard. • Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc. • Create opportunities for students to share their writing with a chosen audience. <ul style="list-style-type: none"> ○ Have students record short videos where they share their writing; Have them share videos with peers and family members. • Create sentence starters or checklists an audience can use to guide their feedback. • Give students opportunities to reflect on their writing and create writing goals. • Set up a digital reflection journal or exit tickets. Read this article to learn more.
<p>Informative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic. • Engage in conversations to develop their understanding of the genre and develop ideas. • Identify and describe features of informative texts using a model text. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre through an instructional read aloud. (You might choose an informative text that students are already familiar with so time is spent reviewing writer’s craft rather than comprehension). Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. <ul style="list-style-type: none"> ○ Use interactive tools like Jamboard to enhance discussions. • Using a mentor or demo texts to highlight text features and structures of an informative text. Provide students with an informative piece similar in structure for students to practice. Introduce one or two text structures such as Compare and Contrast, or Problem/Solution etc.

Standards W2
& W7/8

These learning experiences are only expected if informative/explanatory writing is taught during this timeframe.

- Explore and brainstorm topics that are meaningful and relevant, topics they would like to know more about.
- Gather information such as relevant facts, definition, concrete details, quotations and other information and examples about a topic.
- Begin to analyze relevant content by selecting and organizing related information together from different sources.
- Write out a list of sources
- Write short summaries of texts read about a topic by including relevant facts, definition, concrete details, quotations and other information and examples
- Write short pieces of writing like flash drafts to try out examining a topic.
- Create a writing plans by thinking about the best order to present information.
- Write informative/explanatory texts about a topic using relevant information.
 - Include precise and content-specific language when writing about topics.
 - Include text features that highlight information (formatting, graphics, multimedia, etc).

- Chart features of informative texts and add to this chart as you explore more texts; Follow [these directions](#) to use Flipgrid to make digital charts.
- Teach students how to pull information from the resources that align to one aspect of their topic, use think – alouds, and direct instruction. Teacher may choose to develop a checklist to help guide student in identifying reliable sources.
- Use think-alouds to model brainstorming topics that the teacher would like to learn more about. (ex: whales, sports, hobbies, etc.) Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.
 - notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Explicitly teach students how to:
 - Gather relevant facts, definition, concrete details, quotations and other information and examples about topics from various texts; Provide students with tools like graphic organizers to use.
 - Provide students with tools like graphic organizers to use; Try using this [resource for digital concept maps](#).
 - Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like [Jamboard](#).
- Teach students how to choose reliable sources; Model making decisions about resources for a teacher chosen topic using available texts online; Develop a checklist to help guide student in identifying reliable sources.
- Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography.
- Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts ([GIST](#))
- Provide students with graphic organizers and process charts to support planning; Try using this [resource for digital concept maps](#).
- Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students how to include precise, content-specific language and appropriate transitions when writing about topics; Have students practice this together and offer feedback.

	<ul style="list-style-type: none"> ○ Decide on text structures that best highlights the ethos of their topic. ● Craft a conclusion that ties the information together underneath the overarching focus of the piece and highlights the importance of the topic ● Revise by adding relevant facts, definition, concrete details, quotations, other information and examples and more precise language. 	<ul style="list-style-type: none"> ● Model using formatting, graphics, multimedia, etc. to support the topic. Explain how the text features show a complex concept or clarify concepts or vocabulary for students. ● Model writing conclusions; Use a think aloud to share your thought process about how to write a closing statement or section; teach students how to make statements that say why this information is relevant and important; Use a shared document or interactive tools like Jamboard. ● Explicitly teach and model revising writing using a demo text by adding relevant facts, definition, concrete details, quotations, other information and examples and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. ● Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher's digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards W1 & W7/8</i></p> <p><i>These learning experiences are only expected if argument writing is taught during this timeframe</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> ● Read arguments and identify the features of argument writing like claims supported by clear reasons and relevant evidence. ● Read arguments and identify the features of an argument in the text. ● Read two texts with opposing arguments about a topic and make a decision about which points they most agree with. ● Identify counterarguments in a model argument text, identify arguments that are in opposition to their claims in resources collected about their own ideas and topics. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> ● Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ○ Provide models of factual based arguments verses persuasive arguments based on opinions, point out the features of an argument as compared to the features of persuasion. ○ Use models to explicitly teach claim and counterclaim. ● Engage students in an instructional read aloud to highlight the features of an argument. Point out how the author introduces a claim, supports that claim throughout the text, and wraps the argument up. <ul style="list-style-type: none"> ○ Stop to discuss features of argument writing; You might choose a text that students are already familiar with so time can be spent examining the writer's craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. ○ Chart features of arguments and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. ● Immerse students in the genre of argument though having them choose an argument they agree with and defend their thinking through discussions; Pair students with others that have chosen the opposing point. <ul style="list-style-type: none"> ○ Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner

	<ul style="list-style-type: none"> Brainstorm topics they know something about; Choose topics that are meaningful and relevant to write arguments about. Gather information that is relevant and can serve as evidence support topics and ideas student has chosen. Evaluate and question the information presented in the resources. Form claims based on information presented in resources; Begin to craft a thesis from claims. Choose evidence that best supports claims. Think about how to organize information gathered and evidence to support claims. Craft statements explaining how the opposing arguments are not relevant (form a counterclaim). Plan for different ways to write a closing statement or section that explains the importance of the argument Form claims with clear reasons and relevant evidence about topics based on information gleaned from texts read. <ul style="list-style-type: none"> Use precise language and content-specific vocabulary Use transitions to create cohesion Write out a list of sources 	<ul style="list-style-type: none"> Guide students in brainstorming and choosing topics for their arguments by modeling thinking about an idea you believe in and then asking yourself if others will think the same way as you do. (You can always bring in Informational texts that have been used previously). Model exploring your writing notebook to gather information; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations. Use a mentor text to show in text citations and paraphrasing. Model writing in text citations for teacher crafted piece. Encourage students to identify paraphrased information in texts and try their hand at paraphrasing with correct citations. Teach students how to choose reliable sources. Model making decisions about resources for a teacher chosen topic using available texts online. Develop a checklist to help guide students with identifying reliable sources. Model one or more ways to craft a thesis. One way is to write a fact about the concept or idea they are arguing for and then to write their thinking about that fact. Engage students in a conversation to guide students in making decisions about which pieces of evidence are the strongest. Explicitly teach students through modeling how information gathered should be organized to support claims; Have students practice together and offer feedback; Provide options for students to represent their thinking using digital concept maps. Model taking opposing arguments to teacher, craft argument, and writing counterclaims using the opposing arguments. Use a model text to show how authors craft strong conclusions for their arguments. Model writing conclusions that draw the reader back to the validity of the argument. Explicitly teach students how to form claims about topics using information from texts read or following a discussion; Model using a teacher demo text; Use interactive tools like Jamboard. Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn.

Priority Learning Standards W3

These learning experiences are only expected if narrative writing is taught during this timeframe.

- Use literary texts as mentors to create narratives that are real or imagined.
- Understand and identify features of narrative writing through engagement with diverse narrative texts.
- Share closely held stories and familiar experiences to gather ideas for writing narratives.
- Plan for writing by brainstorming how to introduce characters and/or a narrator that hook the reader.
- Plan for writing by brainstorming the experiences and events of characters in the story.
- Plan for writing by adding dialogue and description to pre-writing about the experiences and events of characters in the story.
- Plan for sequence of events in a story from different time frames or across settings.
- Plan for different way to end their story that bring a sense of closure.
- Write narratives to develop real or imagined experiences or events that:
 - Develop characters, experiences and events using descriptive details and sensory language.
 - Include transitional words, phrases, and clauses to signal event order.
- Revise by adding dialogue, descriptive details, and sensory language to convey better experiences.

- Engage students in the genre of narrative writing through an [instructional read aloud](#) of a narrative piece. (you might choose to texts students are already familiar with so time is spent of writer’s craft rather than comprehension.
- Use mentor texts to teach narrative technique; Give students time to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts.
 - Follow [these directions](#) to use Flipgrid to make digital charts;
- Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; Use interactive tools like [Jamboard](#) to enhance discussions.
- Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories.
- Highlight details that introduce and describe characters and/or the narrator in mentor texts; Give students the opportunity to practice this.
- Use the model how the plot of a narrative progresses across a story; Map out the stages of plot with a teacher-crafted story; Use interactive tools like [Jamboard](#).
- Use a model text to show how an author uses dialogue and description in an authentic text; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like [Jamboard](#).
- Provide students with graphic organizers and process charts to support planning; Try using this [resource for digital concept maps](#).
- Use a model text to show how different authors end narratives; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like [Jamboard](#).
- Provide examples various narrative techniques using mentor and demo texts; Choose one narrative technique at a time and explicitly teach students how to emulate this technique in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like [Jamboard](#)
 - Show students language that signals a change of setting or provides sensory details using authentic texts as mentors; Explicitly teach students how to include this language in their own texts using a teacher crafted narrative piece; Have them practice together and receive feedback.
- Model revising writing using a demo text by adding descriptive details and sensory language about characters’ thoughts, actions and feelings about situations and experiences; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like [Jamboard](#).

The Sixth Grade Experience

Students entering Grade 6 will continue to expand their vocabulary through exposure to academic and domain-specific language. Although wide and varied language experiences can be done in isolation, research has shown effective strategies for acquiring vocabulary is learned when it is integrated within the reading and writing instruction. Support students in their language and vocabulary development through direct instruction with word learning strategies they can then employ during Independent Reading. Support students in their language and vocabulary development through direct instruction with mechanics, conventions, and syntactical and grammatical structure with authentic literary mentor texts and teacher created models that show students how they might incorporate coherent writing and academic and domain-specific vocabulary into their own writing.

When engaging students in explicit vocabulary instruction selecting words to teach are paramount for optimal text comprehension. Educators can approach this task by the considering the following: 1) words unfamiliar to most students in the class 2) words crucial for understanding a selected text 3) words valuable outside of the selection 4) words students are unlikely to learn without the help of some instruction 5) words unfamiliar to students whose vocabularies lag significant behind those of their peers. For more information on effective research based vocabulary instruction see [Word Work and Word Play: A Practice Guide for Vocabulary Instruction in K-12 Classrooms](#).

For students learning English as a new language, their instructional program should include time dedicated to English language development, whether provided remotely or in-person. This targeted instruction should explicitly teach how the English language works by connecting phonology, orthography, and meaning through lessons on phonemic awareness, vocabulary, and sentence structure. At the same time, students should receive instructional scaffolding for core grade-level texts and content, as well as provided a variety of texts at different levels to build background knowledge, to support their development of academic and discipline-specific English.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher's repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most sixth-grade students should have from September to November. There is also a list that contains examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will

	notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.	
	<p>What will the learning look like? <i>In the beginning of the year, sixth graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>This learning is connected to Priority Learning Standards L1, L2, L4, L6</i></p>	<p>Students are provided with opportunities to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> • Continue to work on producing simple and complex sentences, while also using and explaining the function of nouns, pronouns, verbs, adjectives, relative pronouns (who, whose, whom, which that) and relative adverbs (when, where, why). • Gain knowledge and cultivate skills on how punctuation aids the reader in making meaning of a sentence (e.g. using a comma can indicate a list of items). • Gain command of using regular and irregular plural pronouns and gain further understanding of regular and irregular verbs. • Track when one word or group of words replaces another within a sentence or across sentences (I.e. pronoun replacements). • Study mentor sentences for author's craft and usage of punctuation to enhance meaning. 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> • Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice grammar, or conventions for deeper understanding with their teacher and their peers (see Quill activities and resources,) • Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. (Grammarpolis) • Deconstruct, reconstruct, and/or co-construct sample sentences from a mentor text to illustrate the use of English grammar and usage(IXL; Sentence development strategy) • Provide direct instruction to teach how to use syntactical and grammatical features, as clues to word meaning (see Juicy Sentence Play for more on sentence-level study).

	<p>Vocabulary</p> <ul style="list-style-type: none"> • Understand how to find out the meaning of unknown words and see how the words fit into understanding a grade-level text. • Have opportunities to learn Greek and Latin word roots and affixes (prefix and suffixes) and their meaning in relation to a text or topic. • Learn the relevance of words, academic language, conventions, and grammar through multiple exposures to text, while also applying them when they communicate with others through speaking, listening, and writing about a topic or text. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Embed scaffolds, when and where appropriate, within text through the bolding and underlining of a few words central to understanding a text while also purposely asking guided questions pertaining to the words and their meaning. (see Immersive Reader use: YouTube video; Three ways to support students using Immersive Reader) • Use morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content. (See Root words and prefixes) • If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary) (see A Pre-reading Strategy) • Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice vocabulary for deeper understanding with their teacher and their peers • Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ the targeted vocabulary in writing or speaking. (see Using Generative Sentences to Apply Academic Vocabulary) • Explicitly teach vocabulary words <ul style="list-style-type: none"> ○ Introduce a word ○ Introduce the meaning of a word ○ Illustrate with examples ○ Check students’ understanding <ul style="list-style-type: none"> ▪ Examples and non-examples; or ▪ Ask questions that require understanding of the meaning of the word in context ○ Have students create their own examples and then share them with a partner • Utilize strategies, such as semantic gradients, to explore the nuances, tone, and meaning of related words • Provide direct instruction to teach how to use morphological features (see morphology interventions) as clues to word meaning (see Word Work and Word Play pgs. 127 - 142 for more on morphology).
<p>Express knowledge, language, and understanding of a text through reading, speaking, listening, and writing</p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage in conversations around a text or topic and write about it • Reflect upon their peers’ thoughts and/or opinions • Give presentations based upon a piece (or pieces) of writing (i.e. projects) • Engage in conversations with their peers about their writing and seek advice from them about how they can improve 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Partake in Collaborative Strategic Reading* (See CSR in Edutopia) In groups, students: <ul style="list-style-type: none"> ○ Before Reading Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading ○ During Reading Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”). ○ After Reading Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence <ul style="list-style-type: none"> ▪ As a whole class or in groups, the students review the most important parts of the text.

<p>This learning is connected to Priority Learning Standards SL1, SL2, SL3</p>	<ul style="list-style-type: none"> • Participate in collaborative routines that allow them to read, write, and talk about a text or topic using evidence to support their assertions • Engage in conversation around a studied topic from diverse formats (text, digital print, media, etc.) and write about it 	<ul style="list-style-type: none"> • Plan for a lesson using reader's theatre around a topic pertaining to the existing curricula. (See digital Reader's Theater tools) • Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording • Utilize reciprocal teaching,* in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing (See Reciprocal teaching tools and strategies for use) • Implement a Socratic Seminar*: students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves. (see Sparking Rich Online Discussions, Socratic Seminars ReadThinkWrite) <p>*Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once) *</p> <ul style="list-style-type: none"> • Selecting texts that are culturally relevant and on grade-level, giving students the opportunity to study words and phrases in multiple forms, including discussion with peers (see NYU Guidelines for selecting CR Material) • Providing time and structures for students to develop sustainable annotation and note-taking skills, including sections for the study of high-utility words and phrases (see Teaching Note-Taking) • Modeling how an author's word choices can affect the mood and the meaning of a text or parts of a text (see Impact of Word Choice on Meaning and Tone) • Highlighting and/or calling out words that might be new or challenging for students in a text and providing time for exploration or translation • Posting banks of high-utility words and phrases (see Steinhardt High Utility Word Bank) in multiple forms for students to use in production (e.g., walls, tables, top of an activity guide, hyperlinks in an online activity) • Probing students to use academic language regularly in their responses when appropriate (see Positive Feedback for students) • Providing feedback on written/spoken work to develop student's ownership and use of academic English conventions (see 7 Keys to Effective Feedback; Culturally Responsive Feedback Page 14)
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Grade 7

What should my students learn from September to November?

By the end of seventh grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in seventh grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

Seventh grade can be a time of intense development and change for adolescents. They are learning to reason more abstractly. They are learning to negotiate with one another and within peer groups to plan, compromise, and make decisions. They are attempting to define their own identity in relation to their peers and adult society. Even in the best of times, this is a critical period of change and development for all students. Seventh grade students require strong social and emotional support, role models and mentorship, and structured opportunities to take greater social risks and develop their own voice.

Reading

The Seventh Grade Experience

Students entering seventh grade will continue to expand their literary repertoire, academic language, and disciplinary knowledge. Their abilities to critically analyze and question an author's perspective using text-based evidence is developing, and their understanding and application of academic language is becoming more precise. Whether in-person or remote, students sustain and further develop their ability to deeply analyze grade-level literature and informational texts within shared units of study. Simultaneously, they increase the volume of texts they listen to and read in different formats, both independently and across different disciplines. They engage in wide-ranging and rich discussions about texts with their peers in small groups, videoconference breakouts, or on digital platforms and documents. They evaluate the arguments of authors and of one another based on evidence and elaborate on their thinking in writing.

In the beginning of the year, teachers need to get a strong sense of a student as a reader in terms of their stamina, interest, and prior reading experiences, as well as determine their proficiency with code-based skills (such as automaticity) and meaning-based language skills (such as vocabulary, monitoring comprehension, inferring, knowledge of text types and structures, and reading with expression, phrasing, and intonation). However, it is important that this information is not used to lower grade-level expectations, texts, or content for any student, but rather as considerations for how to ensure access to grade-level texts through instructional scaffolding, extended opportunities for strategic practice and feedback, and targeted instruction and interventions as needed. It is also important to recognize the cultural and linguistic assets students bring, while identifying the academic skills they will need further support with to accelerate learning. Establishing expectations, systems, and routines for close reading, independent reading, and class writing and discussion are always critical at the start of any school year. Students need explicit models of the habits and strategies of successful readers, as well as provided frequent opportunities for targeted practice and feedback individually and in small groups, whether via videoconference or in-person.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write about it as well. This will enable the development of the Lifelong Practices of Readers.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners. For additional guidance for how to establish routines and structures, see [4 Tips for Getting to Know the Blended Instructional Model](#).

Using this Learning Map

Below you will find the teaching and learning experiences that most seventh-grade students should have from September to November. There is also a list that contain examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, seventh graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Reading Habits and Behaviors</p> <p><i>The teaching and learning reflected here is connected to the Lifelong</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of literary and informational texts, including multiple texts related to a shared theme or topic. • Select and engage in independent reading of texts for sustained periods of time (utilize accessible digital collections such as Sora, Epic!, MyON, or NYPL). 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Strategically select (or prepare from a high-quality curriculum) rich text sets that develop student knowledge and vocabulary on shared themes and topics to build an intellectual community and foster affinities of students (see the Text Set Project for more on text sets; for digital text set resources, see CommonLit and NewsELA). • Establish routines for close reading of complex, grade-level texts (see 5 Strategies for Teaching Close Reading with Tech).

<p><i>Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Practice and work towards reading goals independently and with support from teachers. • Have the stamina to read and analyze a complex text multiple times for deeper understanding, and to read books in their entirety. • Actively listen and respond to read alouds (both live and recorded). • Read passages or short texts aloud repeatedly (with a partner, or via recording such as using Flipgrid or Padlet) to develop fluency with the pronunciation of words, the flow of sentences, and reading with expression and meaning. • Draw upon instructional tools and resources as needed to strengthen comprehension (such as teacher provided scaffolds or accessibility and translation features provided by technology). • Reflect on and respond to self-generated questions or those posed by the teacher using evidence from a text through discussion and in writing, both in print and on digital platforms). 	<ul style="list-style-type: none"> • Engage students in repeated readings of short texts or passages to develop fluency, such as choral, echo, and partner readings (see Weekly Reading Practice Routine and Fluency Resources for remote example routines). • Encourage independent reading through routines and structures to support book selection and sustained time for reading (see Reading with Power and Passion for more on independent reading; utilize accessible digital collections such as Sora, Epic!, or MyON). • Engage students in frequent read-alouds, either synchronous or asynchronous, to ensure they are gaining exposure to a variety of complex texts with academic language (see Teaching to Transform pgs. 12-21 for more on instructional read-alouds, and the TLAC blog for remote read-aloud examples). • Provide ample time and opportunity for students to engage with partners and as a community in text-based discussions and writing (use videoconferencing to support live discussions, either whole-class or in breakouts, or tools such as Flipgrid or Padlet to foster asynchronous discussion). • Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs for digital examples). • Provide sequences of questions that engage students deeply with a text and build deeper understanding (text-dependent questions can be provided using Nearpod, Pear Deck, or Actively Learn, or within an LMS such as Google Classroom).
<p>Reading Development</p> <p><i>This learning is connected to Priority Learning Standards</i></p>	<p>Students are provided with opportunities to:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> • Evaluate how well a particular inference is supported by evidence from the text. • Monitor comprehension while reading by noticing, tracking, and annotating important details across a text, such as: <ul style="list-style-type: none"> ○ How characters respond or change as the plot moves toward a resolution. 	<p>Teachers may:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> • Model how to rescan a text to find evidence that supports or refutes an inference in order to evaluate it, and review how to distinguish between key details and minor details. • Engage in read alouds to provide students with modeling for noticing, annotating, and tracking key ideas, details, individuals, elements, or events to support analysis of craft and structure, claims and reasoning, characters, themes, and disciplinary or world knowledge. An example is Kami for annotating documents.

- Key events related to the problem or resolution of a story, or to the main topic of an informational text.
- A poet’s use of sound, graphics, or figurative language.
- Numbers, statistics, charts, photographs, or diagrams.
- Information that challenges or confirms what the reader already knew.
- Elaborate on and support inferences by citing multiple pieces of evidence, using both quotations and paraphrasing, in writing and discussion.

Determine themes and summarize key details and ideas

- Refer to notes to synthesize key details from across a text to identify and state a theme or central idea.
- Paraphrase and cite key details, such as those that relate a theme to characters, setting, and plot.
- Provide a concise and complete summary of a text, both verbally and in writing.
- Analyze how a theme or central idea is developed over the course of a text.

Determine the meaning of words and phrases

- Use the features of a word, sentence, or text as clues to the meaning of an unknown word or words with multiple meanings.
- Use tools, both traditional and technological, to determine the pronunciation, part of speech, and precise meaning of unknown words or words with multiple meanings.
- Distinguish between the literal and figurative meanings of words and phrases and consider the impact of those word choices on meaning.

- Review common elements and techniques of narrative, poetry, or drama and how they are related (e.g. thematic patterning of recurring ideas, images, or words; an author’s use of symbolism or dramatic irony), or common informational text structures (such as description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/answer) and ask students to share their prior knowledge of these in class discussion.
- Provide students with the opportunity to debate about a topic, using informational texts as a source for evidence.

Determine themes and summarize key details and ideas

- Provide frequent opportunities for verbal and written practice and feedback with accurate paraphrasing and summarizing, alongside of using quotations.
- Annotate key details and elements of a familiar text to show the process of developing a complete summary. An example is [Kami](#) for annotating documents.
- Conduct a whole-class critique or gallery walk, either virtually or in-person, of sample summaries to build a shared understanding of summaries that are both concise and complete.
- Model analysis of recurring ideas, images, or words to analyze how a theme or central idea develops across a text.

Determine the meaning of words and phrases

- Provide direct instruction to teach how to use morphological features, in addition to syntactical and grammatical features, as clues to word meaning (see [Word Work and Word Play](#) pgs. 127 - 142 for more on morphology, and see [UFLI’s Big Words](#) page for digital morphology resources; see [Juicy Sentence Play](#) for more on sentence-level study).
- Model how to use traditional references in both digital and print (such as [dictionaries](#) and [thesauruses](#)) and specialized resources (such as [How Many Syllables?](#), [Affixes](#), or [Etymology Online](#)) to determine word meaning.
- Model using context clues and background knowledge during read alouds to support analysis of literal and figurative meanings of words and phrases.

	<p>Integrate and evaluate the perspectives of others</p> <ul style="list-style-type: none"> Attend to how characters might think and feel, and question a character’s or author’s words, thoughts, and assumptions. Attend to multiple perspectives and competing claims on a topic or issue. Actively listen to and constructively evaluate the perspectives of peers. Consider how poems, stories, and information presented in different formats (such as digital vs. print, or audio vs. video) use different techniques and develop different understandings of a topic. 	<p>Integrate and evaluate the perspectives of others</p> <ul style="list-style-type: none"> Ensure anchor texts throughout the curriculum reflect relevance and representation of your students and their communities, and provide a variety of texts in different media and formats. Establish discussion protocols to support evidence-based discourse that supports active listening, values diverse perspectives and insights, ensures there is equity of voice and responsibility, and requires students to integrate the perspective of their peers. Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments about characters, ideas, or language in texts they have read. Present texts in different formats, such as playing an audio version or film adaptation, and lead a discussion on what students notice and wonder.
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Writing	<p>The Seventh Grade Experience (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality is orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p> <p>In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. What’s important establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter seventh grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.</p> <p>Over the course of the year, the focus of writing instruction should move away from critiquing the products that students create and instead toward instruction in the process that students use to create writing products. Instructional focus must shift from what is produced to how writing pieces are produced with a focus on making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers will need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this.</p>
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While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing using mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are highly validated research-based pedagogical approaches that should be part of every teacher’s repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most seventh grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given

curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	<p style="text-align: center;">What will the learning look like? <i>In the beginning of the year, sixth graders have experiences that support the learning below.</i></p>	<p style="text-align: center;">What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Emulate techniques observed in mentor texts. • Write routinely over sustained periods of time that gradually increase. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors, teach various structures and highlight author’s craft. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students through modeling and the use of think aloud how to emulate techniques from mentor texts. • Create systems and structures that give students extended periods of time to write daily. • Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts.

<p><i>modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.</i></p>	<ul style="list-style-type: none"> • Collaborate with classmates to write together. • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. • Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc. • Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have. • Write across a variety of genres, keeping audience, and purpose in mind. 	<ul style="list-style-type: none"> • Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). • Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! • Establish writing partnerships. <ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others. • Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc. <ul style="list-style-type: none"> ○ Check out this interactive website that helps students learn poetry. • Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand). Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like Jamboard. • Provide students guidance with language that addresses the genre and purpose of their writing.
	<p>The Writing Process</p> <ul style="list-style-type: none"> • Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece. 	<p>The Writing Process</p> <ul style="list-style-type: none"> • Have students follow the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise. • Provide students with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use. <ul style="list-style-type: none"> ○ Create a digital checklist that students can use as they engage in the writing process; Use Google Keep to share it with students. • Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions. <ul style="list-style-type: none"> ○ Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.

- Reading other writers for inspiration.

- Re-read their own pieces for topics or ideas to explore further.

- Create writing plans like outlines or graphic organizers.

- Gather needed information needed to write.

- Write several short pieces of writing like flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Ensure that students are provided choice when generating ideas for writing; Have students discuss choices for writing; Use video conferencing features like the “raise hand” feature or chat to promote discussion.
- Have students compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Explicitly teach and model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.
- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others’ drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to respond to each other.

	<p>REVISING</p> <ul style="list-style-type: none"> Elaborate on the most critical elements for each genre of writing. Revisit word usage to strengthen and clarify language. Incorporate feedback from the teacher and peers. <p>EDITING</p> <ul style="list-style-type: none"> Evaluate the quality of their sentences. Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. <p>PUBLISHING</p> <ul style="list-style-type: none"> Incorporate revisions and edits into one neat, final copy of their writing. Share their writing with well-chosen audiences. Receive feedback on their writing from audiences. Reflect on their writing and consider new writing challenges or areas for growth. 	<p>REVISING</p> <ul style="list-style-type: none"> Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow these directions to use Flipgrid to make digital charts. Explicitly model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback. Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised. Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use different types of sentences to signal differing relationships amongst ideas?” Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use Google Keep to share digital checklists with students. <p>EDITING</p> <ul style="list-style-type: none"> Explain the purpose of using grammar for clarity, such as subject-verb agreement, pronoun usage, etc. Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece. Give students editing checklists; Use Google Keep to share digital checklists with students. Have students edit each other’s work. <p>PUBLISHING</p> <ul style="list-style-type: none"> Explicit model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like Jamboard. Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc. Create opportunities for students to share their writing with a chosen audience. <ul style="list-style-type: none"> Have students record short videos where they share their writing; Have them share videos with peers and family members. Create sentence starters or checklists an audience can use to guide their feedback. Give students opportunities to reflect on their writing and create writing goals. Set up a digital reflection journal or exit tickets. Read this article to learn more.
<p>Informative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic. Engage in conversations to develop their understanding of the genre and develop ideas. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> Immerse students in the genre through an instructional read aloud. (You might choose an informative text that students are already familiar with so time is spent reviewing writer’s craft rather than comprehension). Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. <ul style="list-style-type: none"> Use interactive tools like Jamboard to enhance discussions. Using a model text highlight text features of an informative text. Provide students with an informative piece similar in structure for students to practice.

Standards W2
& W7/8

These learning experiences are only expected if informative/explanatory writing is taught during this timeframe.

- Identify and describe features of informative texts using a model text.
- Explore and brainstorm topics that are meaningful and relevant, topics they would like to know more about.
- Gather information such as relevant facts, definition, concrete details, quotations and other information and examples about a topic.
- Analyze relevant content by selecting and organizing related information together from different sources.
- Write out a list of sources.
- Write short summaries of texts read about a topic by including relevant facts, definition, concrete details, quotations and other information and examples
- Write short pieces of writing like flash drafts to try out clearly introducing a topic and previewing what’s to follow.
- Create a writing plans by thinking about the best order to present information by organize ideas, concepts, and information.

- Chart features of informative texts and add to this chart as you explore more texts; Follow [these directions](#) to use Flipgrid to make digital charts.
- Teach students how to pull information from the resources that align to one aspect of their topic, use think – alouds, and direct instruction. Teacher may choose to develop a checklist to help guide student in identifying reliable sources.
- Provide examples of informative pieces with various text structure, model through think alouds choosing one text structure for teacher crafted piece. Introduce one or two text structures such as Compare and Contrast, or Problem/Solution etc.
 - Try using this [resource for digital concept maps](#).
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Use think-alouds to model brainstorming topics that the teacher would like to learn more about. (ex: whales, sports, hobbies, etc.) Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.
- Explicitly teach students how to:
 - Gather relevant facts, definition, concrete details, quotations and other information and examples about topics from various texts; Provide students with tools like graphic organizers to use.
 - Provide students with tools like graphic organizers to use; Try using this [resource for digital concept maps](#).
 - Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like [Jamboard](#).
- Teach students how to choose reliable sources; Model making decisions about resources for a teacher chosen topic using available texts online; Develop a checklist to help guide student in identifying reliable sources.
- Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography.
- Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts ([GIST](#))
- Provide students with graphic organizers and process charts to support planning; Try using this [resource for digital concept maps](#).

	<ul style="list-style-type: none"> • Write informative/explanatory texts that examine a topic and convey ideas using relevant information. <ul style="list-style-type: none"> ○ Include precise and content-specific vocabulary when writing about topics. ○ Include text features that highlight information (formatting, graphics, multimedia, etc). ○ Decide on text structures that best highlights the ethos of their topic. • Craft a conclusion that ties the information together underneath the overarching focus of the piece and highlights the importance of the topic • Revise by adding relevant facts, definition, concrete details, quotations, other information and examples and more precise language. 	<ul style="list-style-type: none"> • Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. • Explicitly teach students how to include precise, content-specific vocabulary and appropriate transitions when writing about topics; Have students practice this together and offer feedback. • Model using formatting, graphics, multimedia, etc. to support the topic. Explain how the text features show a complex concept or clarify concepts or vocabulary for students. • Model writing conclusions; Use a think aloud to share your thought process about how to write a closing statement or section; teach students how to make statements that say why this information is relevant and important; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding relevant facts, definition, concrete details, quotations, other information and examples and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards W1 & W7/8</i></p> <p><i>These learning experiences are only expected if argument writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read arguments and identify the features of argument writing like claims supported by clear reasons and relevant evidence. • Read arguments and identify the features of an argument in the text. • Read two texts with opposing arguments about a topic and make a decision about which points they most agree with. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ○ Provide models of factual based arguments verses persuasive arguments based on opinions, point out the features of an argument as compared to the features of persuasion. ○ Use models to explicitly teach claim and counterclaim. • Engage students in an instructional read aloud to highlight the features of an argument. Point out how the author introduces a claim, supports that claim throughout the text, and wraps the argument up. <ul style="list-style-type: none"> ○ Stop to discuss features of argument writing; You might choose a text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. ○ Chart features of arguments and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. • Immerse students in the genre of argument though having them choose an argument they agree with and defend their thinking through discussions; Pair students with others that have chosen the opposing point.

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| | <ul style="list-style-type: none"> ● Identify counterarguments in a model argument text, identify arguments that are in opposition to their claims in resources collected about their own ideas and topics. ● Brainstorm topics they know something about; Choose topics that are meaningful and relevant to write arguments about. ● Gather information that is relevant and can serve as evidence support topics and ideas student has chosen. ● Evaluate and question the information presented in the resources. ● Form a thesis based on information presented in resources. ● Choose evidence that best supports claims. ● Think about how to organize information gathered and evidence to support claims. ● Craft statements explaining how the opposing arguments are not relevant (form a counterclaim). ● Plan for different ways to write a closing statement or section that explains the importance of the argument ● Form claims with clear reasons and relevant evidence about topics based on information gleaned from texts read. <ul style="list-style-type: none"> ○ Use precise language and content-specific vocabulary ○ Use transitions to create cohesion ● Write out a list of sources | <ul style="list-style-type: none"> ○ Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner ● Guide students in brainstorming and choosing topics for their arguments by modeling thinking about an idea you believe in and then asking yourself if others will think the same way as you do. (You can always bring in Informational texts that have been used previously). ● Model exploring your writing notebook to gather information; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations. ● Use a mentor text to show in text citations and paraphrasing. Model writing in text citations for teacher crafted piece. Encourage students to identify paraphrased information in texts and try their hand at paraphrasing with correct citations. ● Teach students how to choose reliable sources. Model making decisions about resources for a teacher chosen topic using available texts online. Develop a checklist to help guide students with identifying reliable sources. ● Model one or more ways to craft a thesis. One way is to write a fact about the concept or idea they are arguing for and then to write their thinking about that fact. ● Engage students in a conversation to guide students in making decisions about which pieces of evidence are the strongest. ● Explicitly teach students through modeling how information gathered should be organized to support claims; Have students practice together and offer feedback; Provide options for students to represent their thinking using digital concept maps. ● Model taking opposing arguments to teacher, craft argument, and writing counterclaims using the opposing arguments. ● Use a model text to show how authors craft strong conclusions for their arguments. Model writing conclusions that draw the reader back to the validity of the argument. ● Explicitly teach students how to form claims about topics using information from texts read or following a discussion; Model using a teacher demo text; Use interactive tools like Jamboard. ● Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography. |
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<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards W3</i></p> <p><i>These learning experiences are only expected if narrative writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. • Use literary texts as mentors to create narratives that are real or imagined. • Understand and identify features of narrative writing through engagement with diverse narrative texts. • Share closely held stories and familiar experiences to gather ideas for writing narratives. • Plan for writing by brainstorming how to introduce characters and/or a narrator that hook the reader. • Decide who is telling the story and how the story will be told. • Plan for writing by brainstorming the experiences and events of characters in the story. • Plan for writing by adding dialogue and description to pre-writing about the experiences and events of characters in the story. • Plan for a clear sequence of events in a story from different time frames or across settings. • Plan for different way to end their story that follows from and reflects what was experienced, observed or resolved during the story. • Write narratives to develop real or imagined experiences or events that: 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Engage students in the genre of narrative writing through an instructional read aloud of a narrative piece. (you might choose to texts students are already familiar with so time is spent of writer’s craft rather than comprehension. • Use mentor texts to teach narrative technique; Give students time to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts. <ul style="list-style-type: none"> ○ Follow these directions to use Flipgrid to make digital charts; • Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; Use interactive tools like Jamboard to enhance discussions. • Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories. • Highlight details that introduce and describe characters and/or the narrator in mentor texts; Give students the opportunity to practice this. • Introduce students to the concept of choosing a point of view to write from. Use literary texts they are already familiar with to illustrate different points of views (first person vs. third person). Ask students what distinctions they notice between the two. <ul style="list-style-type: none"> ○ Chart the differences between first person and a third person literary text. Follow these directions to use Flipgrid to make digital charts. • Use the model how the plot of a narrative progresses across a story; Map out the stages of plot with a teacher-crafted story; Use interactive tools like Jamboard. • Use a model text to show how an author uses dialogue and description in an authentic text; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like Jamboard. • Provide students with graphic organizers and process charts to support planning; Try using this resource for digital concept maps. • Use a model text to show how different authors end narratives; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like Jamboard. • Provide examples various narrative techniques using mentor and demo texts; Choose one narrative technique at a time and explicitly teach students how to emulate this technique in a teacher crafted
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	<ul style="list-style-type: none"> ○ Develop characters, experiences and events using descriptive details and sensory language. ○ Include transitional words, phrases, and clauses to signal event order. <ul style="list-style-type: none"> ● Revise by adding dialogue, descriptive details, and sensory language to convey better experiences. 	<p>piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard</p> <ul style="list-style-type: none"> ○ Show students language that signals a change of setting or provides sensory details using authentic texts as mentors; Explicitly teach students how to include this language in their own texts using a teacher crafted narrative piece; Have them practice together and receive feedback. <ul style="list-style-type: none"> ● Model revising writing using a demo text by adding descriptive details and sensory language about characters' thoughts, actions and feelings about situations and experiences; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard.
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Language/
Vocabulary
Development

The Seventh Grade Experience

Students entering Grade 7 will continue to expand their vocabulary through exposure to academic and domain-specific language. Although wide and varied language experiences can be done in isolation, research has shown effective strategies for acquiring vocabulary is learned when it is integrated within the reading and writing instruction. Support students in their language and vocabulary development through direct instruction with word learning strategies they can then employ during Independent Reading. Support student in their language and vocabulary development through direct instruction with mechanics, conventions, and syntactical and grammatical structure with authentic literary mentor texts and teacher created models that show students how they might incorporate coherent writing and academic and domain-specific vocabulary into their own writing

When engaging students in explicit vocabulary instruction selecting words to teach are paramount for optimal text comprehension. Educators can approach this task by the considering the following: 1) words unfamiliar to most students in the class 2) words crucial for understanding a selected text 3) words valuable outside of the selection 4) words students are unlikely to learn without the help of some instruction 5) words unfamiliar to students whose vocabularies lag significant behind those of their peers. For more information on effective research based vocabulary instruction see [Word Work and Word Play: A Practice Guide for Vocabulary Instruction in K-12 Classrooms](#).

For students learning English as a new language, their instructional program should include time dedicated to English language development, whether provided remotely or in-person. This targeted instruction should explicitly teach how the English language works by connecting phonology, orthography, and meaning through lessons on phonemic awareness, vocabulary, and sentence structure. At the same time, students should receive instructional scaffolding for core grade-level texts and content, as well as provided a variety of texts at different levels to build background knowledge, to support their development of academic and discipline-specific English.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher's repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs

synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most seventh-grade students should have from September to November. There is also a list that contains examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, seventh graders will have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>This learning is connected to Priority Learning Standards L1, L2, L4, L6</i></p>	<p>Students are provided with opportunities to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Continue to work on producing simple and complex sentences, while also using and explaining the function of nouns, pronouns, verbs, adjectives, relative pronouns (who, whose, whom, which that) and relative adverbs (when, where, why). Gain knowledge and cultivate skills on how punctuation aids the reader in making meaning of a sentence (e.g. using a comma can indicate a list of items). Gain command of using regular and irregular plural pronouns and gain further understanding of regular and irregular verbs. 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice grammar, or conventions for deeper understanding with their teacher and their peers (see Quill activities and resources,) Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. (Grammarpolis) Deconstruct, reconstruct, and/or co-construct sample sentences from a mentor text to illustrate the use of English grammar and usage(IXL; Sentence development strategy) Provide direct instruction to teach how to use syntactical and grammatical features, as clues to word meaning (see Juicy Sentence Play for more on sentence-level study).

	<ul style="list-style-type: none"> Track when one word or group of words replaces another within a sentence or across sentences (i.e. pronoun replacements) Study mentor sentences for author's craft and usage of punctuation to enhance meaning. <p>Vocabulary</p> <ul style="list-style-type: none"> Understand how to find out the meaning of unknown words and see how the words fit into understanding a grade-level text. Have opportunities to learn Greek and Latin word roots and affixes (prefix and suffixes) and their meaning in relation to a text or topic. Learn the relevance of words, academic language, conventions, and grammar through multiple exposures to text, while also applying them when they communicate with others through speaking, listening, and writing about a topic or text. 	<p>Vocabulary</p> <ul style="list-style-type: none"> Embed scaffolds, when and where appropriate, within text through the bolding and underlining of a few words central to understanding a text while also purposely asking guided questions pertaining to the words and their meaning. (see Immersive Reader use: YouTube video; Three ways to support students using Immersive Reader) Use morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content. (See Root words and prefixes) If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary) (see A Pre-reading Strategy) Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice vocabulary for deeper understanding with their teacher and their peers Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ the targeted the targeted vocabulary in writing or speaking. (see Using Generative Sentences to Apply Academic Vocabulary) <u>Explicitly teach vocabulary words</u> <ul style="list-style-type: none"> Introduce a word Introduce the meaning of a word Illustrate with examples Check students' understanding <ul style="list-style-type: none"> Examples and non-examples; or Ask questions that require understanding of the meaning of the word in context Have students create their own examples and then share them with a partner Utilize strategies, such as semantic gradients, to explore the nuances, tone, and meaning of related words Provide direct instruction to teach how to use morphological features (see morphology interventions) as clues to word meaning (see Word Work and Word Play pgs. 127 - 142 for more on morphology).
<p>Express knowledge, language, and understanding of</p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> Prepare and engage in conversations/discussions around a text or topic and write about it 	<p>Teachers may:</p> <ul style="list-style-type: none"> Partake in Collaborative Strategic Reading* (See CSR in Edutopia) In groups, students:

a text through reading, speaking, listening, and writing

This learning is connected to [Priority Learning Standards](#) SL1, SL2, SL3

- Study the text
- Use the text as evidence and ideas during the discussion
- Reflect upon their peers’ thoughts and/or opinions
- Give presentations based upon a piece (or pieces) of writing (i.e. projects)
- Engage in conversations with peers about writing and seek advice about how they can improve
- Develop goals to track progress and work in defined roles while speaking and listening.
- Participate in collaborative routines that:
 - Follow roles in listening and speaking
 - Elaborate and add details to topic and support assertions
 - Pose questions
 - Respond to add evidence or details
 - Connect ideas
- Engage in conversation around a studied topic from diverse formats (text, digital print, media, etc.) and write about it
 - Analyze why information is presented the way it is
 - Describe the motives and reasons why information is presented in this way

- Before Reading Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading
- During Reading Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”).
- After Reading Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence
 - As a whole class or in groups, the students review the most important parts of the text.
- Plan for a lesson using [reader’s theatre](#) around a topic pertaining to the existing curricula. (See [digital Reader’s Theater tools](#))
- Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording
- Utilize [reciprocal teaching](#),* in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing (See [Reciprocal teaching tools](#) and strategies for use)
- Implement a [Socratic Seminar](#)*: students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves. (see [Sparking Rich Online Discussions](#), [Socratic Seminars ReadThinkWrite](#))

- *Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once)
- Selecting texts that are culturally relevant and on grade-level, giving students the opportunity to study words and phrases in multiple forms, including discussion with peers (see [NYU Guidelines for selecting CR Material](#))
 - Providing time and structures for students to develop sustainable annotation and note-taking skills, including sections for the study of high-utility words and phrases (see [Teaching Note-Taking](#))
 - Modeling how an author’s word choices can affect the mood and the meaning of a text or parts of a text (see [Impact of Word Choice on Meaning and Tone](#))
 - Highlighting and/or calling out words that might be new or challenging for students in a text and providing time for exploration or translation
 - Posting banks of high-utility words and phrases (see [Steinhardt High Utility Word Bank](#)) in multiple forms for students to use in production (e.g., walls, tables, top of an activity guide, hyperlinks in an online activity)

		<ul style="list-style-type: none">• Probing students to use academic language regularly in their responses when appropriate (see Positive Feedback for students)• Providing feedback on written/spoken work to develop student's ownership and use of academic English conventions (see 7 Keys to Effective Feedback; Culturally Responsive Feedback Page 14)
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Grade 8

What should my students learn from September to November?

By the end of eighth grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in eighth grade have. This learning map helps you know what your students should be learning from September to November and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

8th grade is a time of preparation for transition for students, as they look forward to high school. They are developing greater maturity, independence and ownership of their choices and goals.

Reading

The Eighth Grade Experience

Students entering eighth grade are preparing their skills for a transition into high school. In eighth grade, students deepen their literary repertoire, academic language, and disciplinary knowledge. Eighth graders tend to demonstrate greater maturity and the ability to engage with academic material and texts with greater attention and depth. Their abilities to critically analyze and question the perspectives of authors and peers using text-based evidence is strengthening, and their understanding and application of academic language is becoming wider and more precise. Whether in-person or remote, students sustain and extend their ability to deeply analyze grade-level literature and informational texts within shared units of study. Simultaneously, they increase the volume of texts they listen to and read in different formats, both independently and across different disciplines. They engage in wide-ranging, challenging, and rich intellectual discussions about texts with their peers in small groups, videoconference breakouts, or on digital platforms and documents. They evaluate the arguments of authors and of one another based on evidence and elaborate on their thinking in writing.

In the beginning of the year, teachers will need to get a strong sense of a student as a reader in terms of their stamina, interest, and prior reading experiences, as well as determine their proficiency with code-based skills (such as automaticity) and meaning-based language skills (such as vocabulary, monitoring comprehension, inferring, knowledge of text types and structures, and reading with expression, phrasing, and intonation). However, it is important that this information is not used to lower grade-level expectations, texts, or content for any student, but rather as considerations for how to ensure access to grade-level texts through instructional scaffolding, extended opportunities for strategic practice and feedback, and targeted instruction and interventions as needed. It is also important to recognize the cultural and linguistic assets students bring, while identifying the academic skills they will need further support with to accelerate learning. Establishing expectations, systems, and routines for close reading, independent reading, and class writing and discussion are always critical at the start of any school year. Students need explicit models of the habits and strategies of successful readers, as well as provided frequent opportunities for targeted practice and feedback individually and in small groups, whether via videoconference or in-person.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write about it as well. This will enable the development of the Lifelong Practices of Readers. As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners.

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners. For additional guidance for how to establish routines and structures, see [4 Tips for Getting to Know the Blended Instructional Model](#).

Using this Learning Map

Below you will find the teaching and learning experiences that most eighth-grade students should have from September to November. There is also a list that contain examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, eighth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below. .</i></p>
<p>Reading Habits and Behaviors <i>The teaching and learning reflected here is connected to the Lifelong</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of literary and informational texts, including multiple texts related to a shared theme or topic. • Select and engage in independent reading of texts for sustained periods of time (utilize accessible digital collections such as Sora, Epic!, MyON, or NYPL). • Practice and work towards reading goals independently and with support from teachers. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Strategically select (or prepare from a high-quality curriculum) rich text sets that develop student knowledge and vocabulary on shared themes and topics to build an intellectual community and foster affinities of students (see the Text Set Project for more on text sets; for digital text set resources, see CommonLit and NewsELA). • Establish routines for close reading of complex, grade-level texts (see 5 Strategies for Teaching Close Reading with Tech).

<p><i>Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> • Have the stamina to read and analyze a complex text multiple times for deeper understanding, and to read books in their entirety. • Actively listen and respond to read alouds (both live and recorded). • Read passages or short texts aloud repeatedly (with a partner, or via recording such as using Flipgrid or Padlet) to develop fluency with the pronunciation of words, the flow of sentences, and reading with expression and meaning. • Draw upon instructional tools and resources as needed to strengthen comprehension (such as teacher provided scaffolds or accessibility and translation features provided by technology). • Reflect on and respond to self-generated questions or those posed by the teacher using evidence from a text through discussion and in writing, both in print and on digital platforms). 	<ul style="list-style-type: none"> • Engage students in repeated readings of short texts or passages to develop fluency, such as choral, echo, and partner readings (see Weekly Reading Practice Routine and Fluency Resources for remote example routines). • Encourage independent reading through routines and structures to support book selection and sustained time for reading (see Reading with Power and Passion for more on independent reading; utilize accessible digital collections such as Sora, Epic!, or MyON). • Engage students in frequent read-alouds, either synchronous or asynchronous, to ensure they are gaining exposure to a variety of complex texts with academic language (see Teaching to Transform pgs. 12-21 for more on instructional read-alouds, and the TLAC blog for remote read-aloud examples). • Provide ample time and opportunity for students to engage with partners and as a community in text-based discussions and writing (use videoconferencing to support live discussions, either whole-class or in breakouts, or tools such as Flipgrid or Padlet to foster asynchronous discussion). • Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs for digital examples). • Provide sequences of questions that engage students deeply with a text and build deeper understanding (text-dependent questions can provided using Nearpod, Pear Deck, or Actively Learn, or within an LMS such as Google Classroom).
<p>Reading Development</p> <p><i>This learning is connected to Priority Learning Standards</i></p>	<p>Students are provided with opportunities to:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> • Evaluate how strongly a particular inference is supported by evidence from the text. • Monitor comprehension while reading by noticing, tracking, and annotating important details across a text, such as: <ul style="list-style-type: none"> ○ How elements of plot, character, and setting are related, affect one another, and contribute to meaning. 	<p>Teachers may:</p> <p>Cite textual evidence and make logical inferences</p> <ul style="list-style-type: none"> • Model how to assemble a strong, logical, and explicit case, using multiple pieces of the strongest evidence from a text, in favor of a particular inference drawn from that text. • Engage in read alouds to provide students with modeling for noticing, annotating, and tracking key details, elements, or events to support analysis of craft and structure, claims and reasoning, characters, themes, or disciplinary and world knowledge. An example is Kami for annotating documents.

- How particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision.
- A poet's use of sound, graphics, or figurative language.
- Numbers, statistics, charts, photographs, or diagrams.
- Information that challenges or confirms what the reader already knew.
- Elaborate on and support analysis by citing multiple pieces of evidence that builds most strongly supports an inference, using both quotations and paraphrasing, in writing and discussion.

Determine themes and summarize key details and ideas

- Refer to notes to synthesize key details from across a text to identify and state multiple themes or central ideas.
- Paraphrase and cite key details that relate themes or central ideas to literary or informational elements and techniques.
- Provide a concise, complete, and objective summary of a text, both verbally and in writing.
- Select a particular theme or central idea for further study and analyze how it is developed over the course of a text.

Determine the meaning of words and phrases

- Use the features of a word, sentence, or text as clues to the meaning of an unknown word or words with multiple meanings.
- Use tools, both traditional and technological, to determine the pronunciation, part of speech, and precise meaning of unknown words or words with multiple meanings.
- Distinguish between the literal, figurative, and connotative meanings of words and phrases and consider the impact of those word choices on meaning.

- Review common elements and techniques of narrative, poetry, or drama and how they can engage the reader (e.g. an author's use of a plot device), and common informational text structures (such as description, cause and effect, chronological, sequence, categorization, compare/contrast, problem/solution, or question/answer), and ask students to share their prior knowledge of these in class discussion.
- Provide students with the opportunity to debate about a topic, using multiple texts as a source for evidence.

Determine themes and summarize key details and ideas

- Provide frequent opportunities for verbal and written practice and feedback with accurate paraphrasing, summarizing, and quotations, weaving in information from multiple sources.
- Annotate key details and elements of a familiar text to show the process of developing a concise and objective summary. An example is [Kami](#) for annotating documents.
- Conduct a whole-class critique or gallery walk, either virtually or in-person, of sample summaries to build a shared understanding of summaries that are concise, complete, and objective.
- Model analysis of recurring ideas, images, or words to analyze how multiple themes or central ideas are developed across a text.

Determine the meaning of words and phrases

- Provide direct instruction to teach how to use morphological features, in addition to syntactical and grammatical features, as clues to word meaning (see [Word Work and Word Play](#) pgs. 127 - 142 for more on morphology, and see [UFLI's Big Words](#) page for digital morphology resources; see [Juicy Sentence Play](#) for more on sentence-level study).
- Model how to use traditional references in both digital and print (such as [dictionaries](#) and [thesauruses](#)) and specialized resources (such as [How Many Syllables?](#), [Affixes](#), or [Etymology Online](#)) to determine word meaning.
- Model using context clues and background knowledge during read alouds to support analysis of literal, figurative, and connotative meanings of words and phrases.

Integrate and evaluate the perspectives of others

- Attend to how characters might think and feel, and question a character’s or author’s words, thoughts, and assumptions.
- Attend to multiple perspectives and competing claims on a topic or issue.
- Actively listen to and constructively evaluate the perspectives of peers.
- Compare a literary text presented in different media to its written version and analyze the extent to which a production remains faithful to or departs from the written text.
- Consider how information presented in different formats (such as watching a video, looking at a map or chart, and reading a text) develops different understandings of a topic.

Integrate and evaluate the perspectives of others

- Ensure anchor texts throughout the curriculum reflect relevance and representation of your students and their communities, and provide a variety of texts in different media and formats.
- Establish discussion protocols to support evidence-based discourse that supports active listening, values diverse perspectives and insights, ensures there is equity of voice and responsibility, and requires students to integrate the perspective of their peers.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments about characters, ideas, or language in texts they have read.
- Present texts in different formats, such as playing an audio version or film adaptation, and lead a discussion on what they notice and wonder.

Writing

The Eighth Grade Experiences (Adapted from NYC DOE [Educating Powerful Writers](#))

No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.

In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. What’s important establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter third grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.

Over the course of the year, the focus of writing instruction should move away from critiquing the products that students create and instead toward instruction in the process that students use to create writing products. Instructional focus must shift from what is produced to how writing pieces are produced with a focus on making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers will need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across

various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing using mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are highly validated research-based pedagogical approaches that should be part of every teacher’s repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most eighth-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given

curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:

- Does your curriculum teach all three types of writing (narrative, opinion and informational)?
 - If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each?
- When is each type of writing taught?
- When taught, do students have the learning experiences identified?

Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.

	<p style="text-align: center;">What will the learning look like? <i>In the beginning of the year, eighth graders have experiences that support the learning below.</i></p>	<p style="text-align: center;">What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Emulate techniques observed in mentor texts. <ul style="list-style-type: none"> • Write routinely over sustained periods of time that gradually increase. • Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors, teach various structures and highlight author’s craft. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students through modeling and the use of think aloud how to emulate techniques from mentor texts. • Create systems and structures that give students extended periods of time to write daily. <ul style="list-style-type: none"> • Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre. • Create charts or checklist for each genre students can refer to as they are writing; Follow these directions to use Flipgrid to make digital charts.

<p><i>explicitly taught and modeled in the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing</i></p>	<ul style="list-style-type: none"> • Collaborate with classmates to write together. • Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful. • Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc. • Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have. • Write across a variety of genres, keeping audience, and purpose in mind. 	<ul style="list-style-type: none"> • Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre). • Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback. <ul style="list-style-type: none"> ○ Use shared documents or Google Suite tools like Jamboard. ○ Use Writing.Com: Where the Writers Go, a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters! • Establish writing partnerships. <ul style="list-style-type: none"> ○ Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others. • Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing. <ul style="list-style-type: none"> ○ Give students opportunities to share during live session; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat. ○ Have students record short videos to share with peers and others. • Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc. <ul style="list-style-type: none"> ○ Check out this interactive website that helps students learn poetry. • Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand). Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like Jamboard. <ul style="list-style-type: none"> • Provide students guidance with language that addresses the genre and purpose of their writing.
	<p>The Writing Process</p> <ul style="list-style-type: none"> • Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece. 	<p>The Writing Process</p> <ul style="list-style-type: none"> • Have students follow the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise. • Provide students with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use. <ul style="list-style-type: none"> ○ Create a digital checklist that students can use as they engage in the writing process; Use Google Keep to share it with students. • Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.
- Reading other writers for inspiration.
- Re-read their own pieces for topics or ideas to explore further.
- Create writing plans like outlines or graphic organizers.
- Gather needed information needed to write.

DRAFTING

- Write several short pieces of writing like flash drafts of possible story ideas.
- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.
- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like a shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Ensure that students are provided choice when generating ideas for writing; Have students discuss choices for writing; Use video conferencing features like the “raise hand” feature or chat to promote discussion.
- Provide multiple opportunities for students to develop, edit and rewrite different forms of text.
- Have students compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Explicitly teach and model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.
- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each others’ drafts and provide feedback electronically.

REVISING

- Elaborate on the most critical elements for each genre of writing.
- Revisit word usage to strengthen and clarify language.
- Incorporate feedback from the teacher and peers.

EDITING

- Evaluate the quality of their sentences.
- Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.

PUBLISHING

- Incorporate revisions and edits into one neat, final copy of their writing.
- Share their writing with well-chosen audiences.
- Receive feedback on their writing from audiences.
- Reflect on their writing and consider new writing challenges or areas for growth.

- Have students create short videos detailing the feedback they have for their partner.
- Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
- Use [Flipgrid](#) to invite students to respond to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.
- Explicitly model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback.
- Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised.
- Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use different types of sentences to signal differing relationships amongst ideas?”
- Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use [Google Keep](#) to share digital checklists with students.

EDITING

- Explain the purpose of using grammar for clarity, such as subject-verb agreement, pronoun usage, etc.
- Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.
- Give students editing checklists; Use [Google Keep](#) to share digital checklists with students.
- Have students edit each other’s work.

PUBLISHING

- Explicit model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like [Jamboard](#).
- Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc.
- Create opportunities for students to share their writing with a chosen audience.
 - Have students record short videos where they share their writing; Have them share videos with peers and family members.
- Create sentence starters or checklists an audience can use to guide their feedback.
- Give students opportunities to reflect on their writing and create writing goals.
- Set up a digital reflection journal or exit tickets. Read [this article](#) to learn more.

Informative

The teaching and learning reflected here is connected to [Priority Learning Standards W2 & W7/8](#)

These learning experiences are only expected if informative/explanatory writing is taught during this timeframe.

Following the writing process, students are provided with opportunities to:

- Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic.
- Engage in conversations to develop their understanding of the genre and develop ideas.
- Identify and describe features of informative texts using a model text.

- Explore and brainstorm topics that are meaningful and relevant, topics they would like to know more about.
- Gather information such as relevant facts, definition, concrete details, quotations and other information and examples about a topic.
- Analyze relevant content by selecting and organizing related information together from different sources.

- Write out a list of sources

- Write short summaries of texts read about a topic by including relevant facts, definition, concrete details, quotations and other information and examples.
- Write short pieces of writing like flash drafts to try out clearly introducing a topic and previewing what's to follow.

Following the writing process, teachers may:

- Immerse students in the genre through an instructional read aloud. (You might choose an informative text that students are already familiar with so time is spent reviewing writer's craft rather than comprehension). Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
 - Use interactive tools like [Jamboard](#) to enhance discussions.
- Using a model text highlight text features and structures of an informative text. Provide students with an informative piece similar in structure for students to practice.
 - Chart features of informative texts and add to this chart as you explore more texts; Follow [these directions](#) to use Flipgrid to make digital charts.
 - Teach students how to pull information from the resources that align to one aspect of their topic, use think – alouds, and direct instruction. Teacher may choose to develop a checklist to help guide student in identifying reliable sources.
- Use think-alouds to model brainstorming topics that the teacher would like to learn more about. (ex: whales, sports, hobbies, etc.) Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.
- Explicitly teach students how to:
 - Gather relevant facts, definition, concrete details, quotations and other information and examples about topics from various texts; Provide students with tools like graphic organizers to use.
 - Provide students with tools like graphic organizers to use; Try using this [resource for digital concept maps](#).
 - Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like [Jamboard](#).
- Teach students how to choose reliable sources; Model making decisions about resources for a teacher chosen topic using available texts online; Develop a checklist to help guide student in identifying reliable sources.
- Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography.
- Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts ([GIST](#))

	<ul style="list-style-type: none"> • Create a writing plans by thinking about the best order to present information by organize ideas, concepts, and information • Write informative/explanatory texts that examine a topic and convey ideas using relevant information. <ul style="list-style-type: none"> ○ Include precise and content-specific vocabulary when writing about topics. ○ Include text features that highlight information (formatting, graphics, multimedia, etc). ○ Decide on text structures that best highlights the ethos of their topic. • Craft a conclusion that ties the information together underneath the overarching focus of the piece and highlights the importance of the topic • Revise by adding relevant facts, definition, concrete details, quotations, other information and examples and more precise language. 	<ul style="list-style-type: none"> • Provide students with graphic organizers and process charts to support planning; Try using this resource for digital concept maps. • Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. • Explicitly teach students how to include precise, content-specific vocabulary and appropriate transitions when writing about topics; Have students practice this together and offer feedback. • Model using formatting, graphics, multimedia, etc. to support the topic. Explain how the text features show a complex concept or clarify concepts or vocabulary for students. • Model writing conclusions; Use a think aloud to share your thought process about how to write a closing statement or section; teach students how to make statements that say why this information is relevant and important; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding relevant facts, definition, concrete details, quotations, other information and examples and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards W1 & W7/8</i></p> <p><i>These learning experiences are only expected if</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read arguments and identify the features of argument writing like claims supported by clear reasons and relevant evidence. • Read arguments and identify the features of an argument in the text. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ○ Provide models of factual based arguments verses persuasive arguments based on opinions, point out the features of an argument as compared to the features of persuasion. ○ Use models to explicitly teach claim and counterclaim. • Engage students in an instructional read aloud to highlight the features of an argument. Point out how the author introduces a claim, supports that claim throughout the text, and wraps the argument up. <ul style="list-style-type: none"> ○ Stop to discuss features of argument writing; You might choose a text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions.

argument writing is taught during this timeframe.

- Read two texts with opposing arguments about a topic and make a decision about which points they most agree with.
- Identify counterarguments in a model argument text, identify arguments that are in opposition to their claims in resources collected about their own ideas and topics.
- Brainstorm topics they know something about; Choose topics that are meaningful and relevant to write arguments about.
- Gather information that is relevant and can serve as evidence support topics and ideas student has chosen.
- Evaluate and question the information presented in the resources.
- Form a thesis based on information presented in resources.
- Choose evidence that best supports claims.
- Think about how to organize information gathered and evidence to support claims.
- Craft statements explaining how the opposing arguments are not relevant (form a counterclaim).
- Plan for different ways to write a closing statement or section that explains the importance of the argument
- Form claims with clear reasons and relevant evidence about topics based on information gleaned from texts read.
 - Use precise language and content-specific vocabulary
 - Use transitions to create cohesion
- Write out a list of sources

- Chart features of arguments and add to this chart as you explore more texts; Follow [these directions](#) to use Flipgrid to make digital charts.
- Immerse students in the genre of argument though having them choose an argument they agree with and defend their thinking through discussions; Pair students with others that have chosen the opposing point.
 - Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.
- Guide students in brainstorming and choosing topics for their arguments by modeling thinking about an idea you believe in and then asking yourself if others will think the same way as you do. (You can always bring in Informational texts that have been used previously).
- Model exploring your writing notebook to gather information; Have students practice this together and provide feedback; Create a teacher’s [digital writing notebook](#) to use for student demonstrations.
- Use a mentor text to show in text citations and paraphrasing. Model writing in text citations for teacher crafted piece. Encourage students to identify paraphrased information in texts and try their hand at paraphrasing with correct citations.
- Teach students how to choose reliable sources. Model making decisions about resources for a teacher chosen topic using available texts online. Develop a checklist to help guide students with identifying reliable sources.
- Model one or more ways to craft a thesis. One way is to write a fact about the concept or idea they are arguing for and then to write their thinking about that fact.
- Engage students in a conversation to guide students in making decisions about which pieces of evidence are the strongest.
- Explicitly teach students through modeling how information gathered should be organized to support claims; Have students practice together and offer feedback; Provide options for students to represent their thinking using [digital concept maps](#).
- Model taking opposing arguments to teacher, craft argument, and writing counterclaims using the opposing arguments.
- Use a model text to show how authors craft strong conclusions for their arguments. Model writing conclusions that draw the reader back to the validity of the argument.
- Explicitly teach students how to form claims about topics using information from texts read or following a discussion; Model using a teacher demo text; Use interactive tools like [Jamboard](#).
- Teach students how to list out their sources. Use a mentor of a bibliography and discuss the formatting of sources for a bibliography.

<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards W3</i></p> <p><i>These learning experiences are only expected if narrative writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. • Use literary texts as mentors to create narratives that are real or imagined. • Understand and identify features of narrative writing through engagement with diverse narrative texts. • Share closely held stories and familiar experiences to gather ideas for writing narratives. • Plan for writing by brainstorming how to introduce characters and/or a narrator that hook the reader. • Decide who is telling the story and how the story will be told. • Plan for writing by brainstorming the experiences and events of characters in the story. • Plan for writing by adding dialogue and description to pre-writing about the experiences and events of characters in the story. • Plan for a clear sequence of events in a story from different time frames or across settings. • Plan for different way to end their story that follows from and reflects what was experienced, observed or resolved during the story. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Engage students in the genre of narrative writing through an instructional read aloud of a narrative piece. (you might choose to texts students are already familiar with so time is spent of writer’s craft rather than comprehension. • Use mentor texts to teach narrative technique; Give students time to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts. <ul style="list-style-type: none"> ○ Follow these directions to use Flipgrid to make digital charts; • Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; Use interactive tools like Jamboard to enhance discussions. • Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories. • Highlight details that introduce and describe characters and/or the narrator in mentor texts; Give students the opportunity to practice this. • Introduce students to the concept of choosing a point of view to write from. Use literary texts they are already familiar with to illustrate different points of views (first person vs. third person). Ask students what distinctions they notice between the two. <ul style="list-style-type: none"> ○ Chart the differences between first person and a third person literary text. Follow these directions to use Flipgrid to make digital charts. • Use the model how the plot of a narrative progresses across a story; Map out the stages of plot with a teacher-crafted story; Use interactive tools like Jamboard. • Use a model text to show how an author uses dialogue and description in an authentic text; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like Jamboard. • Provide students with graphic organizers and process charts to support planning; Try using this resource for digital concept maps. • Use a model text to show how different authors end narratives; Have students practice together using a teacher crafted piece; Offer feedback; Use interactive tools like Jamboard.
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	<ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events that: <ul style="list-style-type: none"> Develop characters, experiences and events using descriptive details and sensory language. Include transitional words, phrases, and clauses to signal event order. Revise by adding dialogue, descriptive details, and sensory language to convey better experiences. 	<ul style="list-style-type: none"> Provide examples various narrative techniques using mentor and demo texts; Choose one narrative technique at a time and explicitly teach students how to emulate this technique in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard <ul style="list-style-type: none"> Show students language that signals a change of setting or provides sensory details using authentic texts as mentors; Explicitly teach students how to include this language in their own texts using a teacher crafted narrative piece; Have them practice together and receive feedback. Model revising writing using a demo text by adding descriptive details and sensory language about characters' thoughts, actions and feelings about situations and experiences; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard.
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<p>Language/ Vocabulary Development</p>	<p>The Eighth Grade Experience</p> <p>To foster language and vocabulary development, it is imperative that teachers immerse their eighth-grade students in consistent activities that focus on making meaning from reading, writing, and speaking. Students should partake in group discussions and debate around a variety of content within textual platforms (i.e. printed and digital) and focus on employing the appropriate academic vocabulary and language pertaining to a big idea or text at-hand. Teachers support students in their language and vocabulary development through direct instruction with mechanics, conventions, and syntactical and grammatical structure with authentic literary and informational mentor texts and teacher-created models that show students how they might incorporate coherent writing and academic/domain-specific vocabulary into their own writing. At the same time, teachers should give ample time for students to practice any novel and new concept.</p> <p>When engaging students in explicit vocabulary instruction selecting words to teach are paramount for optimal text comprehension. Educators can approach this task by the considering the following: 1) words unfamiliar to most students in the class 2) words crucial for understanding a selected text 3) words valuable outside of the selection 4) words students are unlikely to learn without the help of some instruction 5) words unfamiliar to students whose vocabularies lag significant behind those of their peers. For more information on effective research based vocabulary instruction see Word Work and Word Play: A Practice Guide for Vocabulary Instruction in K-12 Classrooms.</p> <p>For students learning English as a new language, their instructional program should include time dedicated to English language development, whether provided remotely or in-person. This targeted instruction should explicitly teach how the English language works by connecting phonology, orthography, and meaning through lessons on phonemic awareness, vocabulary, and sentence structure. At the same time, students should receive instructional scaffolding for core grade-level texts and content, as well as provided a variety of texts at different levels to build background knowledge, to support their development of academic and discipline-specific English.</p> <p>Special Note for Blended and Remote Instruction</p> <p>Explicit, direct instruction utilizing a gradual release of responsibility model (Modeling: I do; Guided Practice: We do; Independent Practice: You do) is a highly validated research-based pedagogical approach that should be part of every teacher's repertoire. Active engagement with students is particularly important during the Modeling: I do and Guided Practice: You do phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for</p>
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synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most eighth-grade students should have from September to November. There is also a list that contains examples of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, eighth graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p>This learning is connected to Priority Learning Standards L1, L2, L4, L6</p>	<p>Students should be provided with opportunities to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Continue to work on mastering sentence structure by focusing on pronoun-antecedent agreement (e.g. <i>their</i> shoes vs. <i>his</i> or <i>her</i> shoes) while also expanding upon the function of different nouns, pronouns, verbs, adjectives, relative pronouns (who, whose, whom, which that) and relative adverbs (when, where, why). Gain knowledge and cultivate skills on how punctuation aids the reader in making meaning of a sentence (e.g. using a comma can indicate a list of items). Gain command of using regular and irregular plural pronouns and gain further understanding of regular and irregular verbs. Track when one word or group of words replaces another within a sentence or across sentences (i.e. pronoun replacements). 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice grammar, or conventions for deeper understanding with their teacher and their peers (see Quill activities and resources,) Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. (Grammarpolis) Deconstruct, reconstruct, and/or co-construct sample sentences from a mentor text to illustrate the use of English grammar and usage(IXL; Sentence development strategy)

- Study mentor sentences for author's craft and usage of punctuation to enhance meaning.
- Identify passive vs. active voice in speaking and writing (e.g. John was bitten by the dog vs. The dog bit John).

Vocabulary

- Understand how to find out the meaning of unknown words and see how the words fit into understanding a grade-level text.
- Have opportunities to learn Greek and Latin word roots and affixes (prefix and suffixes) and their meaning in relation to a text or topic.
- Engage in the analysis of multiple-meaning words (homonyms) (e.g. book, pen).
- Learn the relevance of words, academic language, conventions, and grammar through multiple exposures to text, while also applying them when they communicate with others through speaking, listening, and writing about a topic or text.

- Provide direct instruction to teach how to use syntactical and grammatical features, as clues to word meaning (see [Juicy Sentence Play](#) for more on sentence-level study).

Vocabulary

- Embed scaffolds, when and where appropriate, within text through the bolding and underlining of a few words central to understanding a text while also purposely asking guided questions pertaining to the words and their meaning. (see [Immersive Reader use: YouTube video](#); [Three ways to support students using Immersive Reader](#))
- Use morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content. (See [Root words and prefixes](#))
- If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary) (see [A Pre-reading Strategy](#))
- Provide multiple exposures and opportunities (through the read-talk-write cycle) for students to immerse and practice vocabulary for deeper understanding with their teacher and their peers
- Create authentic opportunities that promote meaningful engagement in text discussions, making sure students employ the targeted the targeted vocabulary in writing or speaking. (see [Using Generative Sentences to Apply Academic Vocabulary](#))
- [Explicitly teach vocabulary words](#)
 - Introduce a word
 - Introduce the meaning of a word
 - Illustrate with examples
 - Check students' understanding
 - Examples and non-examples; or
 - Ask questions that require understanding of the meaning of the word in context
 - Have students create their own examples and then share them with a partner
- Utilize strategies, such as [semantic gradients](#), to explore the nuances, tone, and meaning of related words
- Provide direct instruction to teach how to use morphological features (see [morphology interventions](#)) as clues to word meaning (see [Word Work and Word Play](#) pgs. 127 - 142 for more on morphology).

Express knowledge, language, and understanding of a text through reading, speaking, listening, and writing

This learning is connected to [Priority Learning Standards](#) SL1, SL2, SL3

Students should be provided with opportunities to:

- Prepare and engage in conversations/discussions around a text or topic and write about it
 - Study the text
 - Use the text as evidence and ideas during the discussion
- Reflect upon their peers’ thoughts and/or opinions
- Give presentations based upon a piece (or pieces) of writing (i.e. projects)
- Engage in conversations with peers about writing and seek advice about how they can improve
- Develop goals to track progress and work in defined roles while speaking and listening.
- Participate in collaborative routines that:
 - Follow roles in listening and speaking
 - Elaborate and add details to topic and support assertions
 - Pose questions to connect ideas across speakers
 - Respond to add evidence or details
- Engage in conversation around a studied topic from diverse formats (text, digital print, media, etc.) and write about it
 - Analyze why information is presented the way it is
 - Describe the motives and reasons why information is presented in this way
 - Compare and contrast an argument

Teachers may:

- Partake in [Collaborative Strategic Reading](#)* (See [CSR in Edutopia](#)) In groups, students:
 - [Before Reading](#) Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading
 - [During Reading](#) Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”).
 - [After Reading](#) Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence
 - As a whole class or in groups, the students review the most important parts of the text.
 - Plan for a lesson using [reader’s theatre](#) around a topic pertaining to the existing curricula. (See [digital Reader’s Theater tools](#))
 - Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording
 - Utilize [reciprocal teaching](#),* in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing (See [Reciprocal teaching tools](#) and strategies for use)
 - Implement a [Socratic Seminar](#)*: students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves. (see [Sparking Rich Online Discussions](#), [Socratic Seminars ReadThinkWrite](#))
- *Please note that if students have never participated in these approaches or protocols, it is important that they are taught explicitly first in a step-by-step fashion (not all at once)
- Selecting texts that are culturally relevant and on grade-level, giving students the opportunity to study words and phrases in multiple forms, including discussion with peers (see [NYU Guidelines for selecting CR Material](#))
 - Providing time and structures for students to develop sustainable annotation and note-taking skills, including sections for the study of high-utility words and phrases (see [Teaching Note-Taking](#))
 - Modeling how an author’s word choices can affect the mood and the meaning of a text or parts of a text (see [Impact of Word Choice on Meaning and Tone](#))
 - Highlighting and/or calling out words that might be new or challenging for students in a text and providing time for exploration or translation

		<ul style="list-style-type: none">• Posting banks of high-utility words and phrases (see Steinhardt High Utility Word Bank) in multiple forms for students to use in production (e.g., walls, tables, top of an activity guide, hyperlinks in an online activity)• Probing students to use academic language regularly in their responses when appropriate (see Positive Feedback for students)• Providing feedback on written/spoken work to develop student's ownership and use of academic English conventions (see 7 Keys to Effective Feedback; Culturally Responsive Feedback Page 14)
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