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**2021**  
***Teacher Resource***  
***Guide for MS***  
***AAAS for***  
***English Language***  
***Arts Grades 6-8***

***Effective Date: 2021-2022 School Year***



2021

Teacher Resource Guide for  
MS AAAS for  
Alternate English Elements III &  
English Language Arts Grades 6-8

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## **The Standards**

The different content strands in English address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP). The *2021 Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Grades 6-8* are comprised of six essential content strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

## **Remaining Material in the Teacher Resource Guide**

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

## Introduction

The MDE is dedicated to student success, improving student achievement in English and Language Arts (ELA), and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education ELA framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

## Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for English Language Arts Grades K-8* includes course-specific standards for English. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for English Language Arts Grades 6-8* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight, vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

## Support Documents and Resources

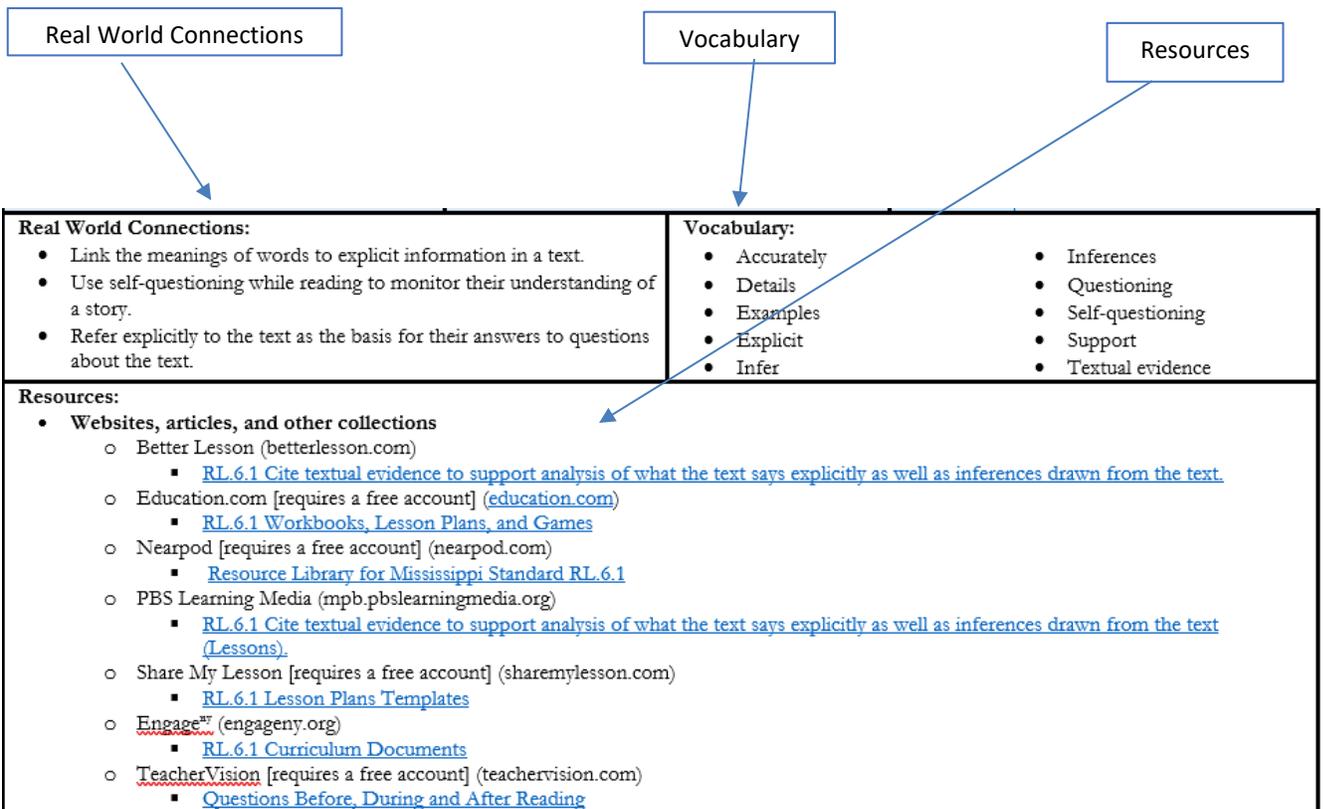
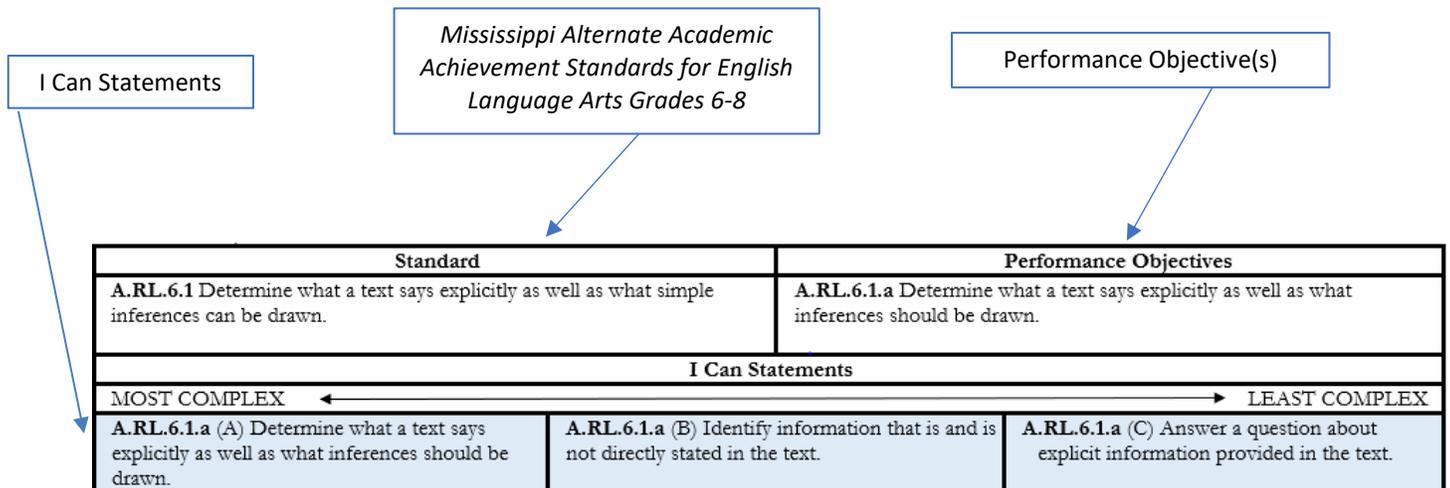
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this is a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in mathematics. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for English Language Arts Grades 6-8* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

## Structure of the Teacher Resource Guide for MS AAAS for English Language Arts Grades 6-8

The *MS AAAS for English Language Arts Grades 6-8* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as (A) the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

## Structure of the Teacher Resource Guide for MS AAAS for English Language Arts Grades 6-8 (Graphic)



## Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
<b>Non-Engagement (N)</b>	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
<b>Physical Assistance (P)</b>	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
<b>Gestural Assistance (G)</b>	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
<b>Verbal Assistance (V)</b>	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
<b>Model Assistance (M)</b>	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
<b>Independent (I)</b>	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

**Teacher Resource Guide for MS AAAS for Alternate English Language Arts Grade 6**

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.6.1 Determine what a text says explicitly as well as what simple inferences can be drawn.		A.RL.6.1.a Determine what a text says explicitly as well as what inferences should be drawn.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.1.a (A) Determine what a text says explicitly as well as what inferences should be drawn.	A.RL.6.1.a (B) Identify information that is and is not directly stated in the text.	A.RL.6.1.a (C) Answer a question about explicit information provided in the text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Link the meanings of words to explicit information in a text.</li><li>• Use self-questioning while reading to monitor their understanding of a story.</li><li>• Refer explicitly to the text as the basis for their answers to questions about the text.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Accurately</li><li>• Details</li><li>• Examples</li><li>• Explicit</li><li>• Infer</li><li>• Inferences</li><li>• Questioning</li><li>• Self-questioning</li><li>• Support</li><li>• Textual evidence</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</a></li></ul></li><li>▪ Education.com [requires a free account] (<a href="#">education.com</a>)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.1 Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none"><li>▪ <a href="#">Resource Library for Mississippi Standard RL.6.1</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Lessons).</a></li></ul></li><li>▪ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.1 Lesson Plans Templates</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engage<sup>ny</sup>.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.1 Curriculum Documents</a></li></ul></li><li>▪ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none"><li>▪ <a href="#">Questions Before, During and After Reading</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- [Asking Questions When Reading](#)
- **Videos**
  - Teaching Channel (Teachingchannel.org)
    - [Getting Ready to Write: Citing Textual Evidence](#)
  - Tutorified (tutorified.com)
    - [RL.6.1 Worksheet Textual Evidence Worksheet](#)
- **Activities**
  - Provide students with a short excerpt from a text. Ask a question about something that is stated explicitly in the text. Have students work in small groups to locate textual evidence to support the point.
  - Assign students a paragraph essay on a piece of literature that they have already read. Ask students to analyze the text and use textual evidence to support what was stated explicitly in the text.
  - Use index-card-evidence collection chats. As readers go through an article, they are required to come up with the central idea(s). These ideas are discussed as a class. Learners are then required to look for at least three pieces of specific textual evidence that support the previously defined central ideas and write them down on an index card. Each member of the class meets with a partner to share evidence, that is, to chat. Together, they rank all textual evidence from most supportive (strongest) to least supportive (weakest). The objective is for students to practice identifying the best pieces of textual evidence to support a central idea. Individually, a response to the reading assignment is written that presents the central idea and the supporting evidence.
  - Have readers first locate important details of a reading passage or article. Using the details as the evidence, construct a class list. Have students discuss and notice that all the details that are related. Using an index card, each learner individually chooses the three best pieces of evidence from the class-created list and concludes the central idea. This provides additional understanding as to how textual evidence is all connected. These also can serve as a great pre-writing tool for a longer essay assignment (e.g., debate index cards make a great prewriting strategy to an argument essay).
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \(Videos\)](#).
  - Khan Academy (khanacademy.org)
    - [Making inferences in informational texts | Reading](#)
    - [Finding connections between ideas within a passage | Reading](#)
    - [Looking back at the text for evidence | Reading](#)
  - YouTube by eSparkLearningVideos
    - [Using Evidence to Support Facts and Inferences](#)
  - YouTube by Cleveland School District
    - [CSD 6<sup>th</sup> Grade ELA RL.6.1 and RI.6.1 – Citing Textual Evidence](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.6.2 Identify details in a text that are related to the theme or central idea.		A.RL.6.2.a Identify details in a text that are related to the theme or central idea.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.2.a (A) Identify details in a text that are related to the theme or central idea.	A.RL.6.2.a (B) Identify the theme or central idea of a familiar story.	A.RL.6.2.a (C) Identify details from a familiar story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Share a favorite story or poem with a peer.</li> <li>• Analyze reading more deeply.</li> <li>• Focus on a theme when choosing independent reading material.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Central idea</li> <li>• Convey</li> <li>• Details</li> <li>• Evidence</li> <li>• Fact</li> <li>• Inference</li> <li>• Judgement</li> <li>• Opinion</li> <li>• Particular details</li> <li>• Plot</li> <li>• Read closely</li> <li>• Summary</li> <li>• Theme</li> <li>• Word choice</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (<a href="#">education.com</a>) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.2 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RL.6.2</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.2 Curriculum Documents</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- [RL.6.2 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [RL.6.2 Worksheet Main Idea Worksheet](#)
- **Activities**
  - During shared reading, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the other side.
  - Read a short summary explaining the theme of a short story and/or summary citing text evidence of main idea, theme, specific chapter, or character. Have students create a collage of words and images to represent the theme(message). Include the theme as well as a minimum of 2 quotes from the text to support and use specific vocabulary as support.
  - Create an observation checklist rubric based on the text selected to determine if each student has used details from the text to accurately convey the central theme.
  - Have the student work with peers to read, analyze, and annotate a literary text for evidence of the themes and summary of main points. Have the group share their summary of the major themes.
  - Upon completion of a graphic organizer, have students create a visual display summarizing and analyzing the main theme of the text. Careful attention is placed upon keeping the text central to the activity and remaining true to specific language the author used.
  - Have students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To begin with, have the students highlight the main ideas according to a particular color code. Once that is complete, have the students return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments \(Videos\).](#)
  - McGraw Hill PreK-12 YouTube Channel
    - [How to find the main idea](#)
  - YouTube by Easy Teaching
    - [Main Idea | Summarizing | Reading Strategies](#)
  - YouTube by GrammarSongs by Melissa
    - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)
  - Education Galaxy Videos (egvideos.com)
    - [Mississippi – Grade 6 – Reading – Reading: Literature – Theme, Central Idea, and Summary – RL.6.2](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.6.3 Identify how a character responds to a challenge in a story.		A.RL.6.3.a Identify how a character responds to a challenge in a story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.3.a (A) Identify how a character responds to a challenge in a story.	A.RL.6.3.a (B) Select pictures that illustrate a challenge in a story.	A.RL.6.3.a (C) Identify a challenge in a story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Learn problem solving skills.</li> <li>• Understand that how they react to a situation can influence the outcome.</li> <li>• Explain cause and effect.</li> <li>• Relate the actions of characters to their own personal experiences.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Actions</li> <li>• Challenges</li> <li>• Characters</li> <li>• Major event</li> <li>• Problem</li> <li>• Reactions</li> <li>• Respond</li> <li>• Solution</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution (Lessons).</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Curriculum Documents</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.3 Worksheet Story Plot and Sequence Worksheet</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Before the lesson, select a story with a moral or ethical dilemma that is well known to students (such as a folktale, fairy tale, or superhero story). Make copies of eight to ten pictures that represent the events and actions from the beginning, middle, and end of the story. Make</li> </ul> </li> </ul>			

one copy of two pictures to model the activity with. Make multiple copies of the other images so that you have one copied image per student. (Pictures may be repeated when distributed to students.) Read the story to the class. Divide students into pairs. Explain that each pair of students will receive two pictures that represent events in the story. Pairs will discuss which event is more important to the story, each student explaining their thinking to their partner. Model the activity with the two illustrations not used in the lesson. Explain why one event is more or less important than the other. Say, “I think this event is more important because . . .” and “This event is less important in the story because . . .” Ask students to repeat the activity directions. Then pass out the pictures. While students discuss the illustrations, walk around and check for understanding. Next, ask pairs to share out which event they decided was the most important and to explain their thinking. Next, direct pairs to make a group with another pair of students and combine the pictures into one set. Each group will decide which of the four events is the most important in the story and will rank the rest of the events from least important to most important. Each group should also prepare explanations for their rankings. To close the lesson, select three or four students to describe the illustration that represents the event that their group determined was the most important and to tell the class why they came to that conclusion. Ask the class to vote on which of the shared illustrations represents the most important challenge that the characters responded to.

- To help students describe how the character responds to the events or challenges, ask questions that help students see the connections between the events and the character’s behavior. Pictures, illustrations, and graphics strengthen a reader’s understanding of the text.

- **Resources**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution \(Videos\).](#)
- YouTube by eSparkLearningVideos
  - [How Characters Respond to Events](#)
- YouTube by McGraw Hill PreK-12
  - [Introduction to Reading Skills: How Characters Respond to Major Events](#)
- YouTube by Marian Huber
  - [How Characters Respond to Challenges](#)
- YouTube by Paige Beal
  - [Characters React to Challenges](#)
- LearnZillion [requires a free account] ([learnzillion.com](http://learnzillion.com))
  - [Describe how characters respond to events in a story](#)
- Reading Rockets ([readingrockets.org](http://readingrockets.org))
  - [Beyond the Story Map](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.6.4 Determine how word choice changes the meaning in a text.		A.RL.6.4.a Determine how word choice changes the meaning in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.4.a (A) Determine how word choice changes the meaning in a text.	A.RL.6.4.a (B) Select or provide a sentence that completes the overall structure of a text.	A.RL.6.4.a (C) Identify words from a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Choose words that convey the appropriate tone when composing an email.</li> <li>Include important details when recounting an event.</li> <li>Post an opinion on social media that is not offensive to their peers.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Adequate volume</li> <li>Appropriate</li> <li>Word choice</li> <li>Clarify</li> <li>Complete</li> <li>Detail</li> <li>Meaning</li> <li>Pertinent</li> <li>Sequencing</li> <li>Tone</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li> <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.6.4 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)                             <ul style="list-style-type: none"> <li><a href="#">Resource Library for Mississippi Standard RL.6.4</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (Lessons).</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.6.4 Lesson Plans Templates</a></li> </ul> </li> <li>Achieve the Core (achievethecore.org)                             <ul style="list-style-type: none"> <li><a href="#">A Guide to Creating Text Dependent Questions</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.6.4 Curriculum Documents</a></li> </ul> </li> <li>Tutorified (tutorified.com)</li> </ul> </li> </ul>			

- [RL.6.4 Worksheet Figurative Language Worksheet](#)

- **Activities**

- Select a significant word from an essay/article and place the word in the middle of a graphic organizer. Have the students provide the images, emotions, or feelings (connotations) as well as definitions (denotations) of the word. Have the class discuss why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text.
- Upon completion of a reading activity, have students provide answers to text dependent questions to display their level of comprehension.
- Create a word map as a visual organizer that promotes vocabulary development. Using a graphic organizer, have students think about vocabulary terms in different ways. Have the students follow these steps:
  - Have students write the vocabulary word and the page number on the organizer.
  - Then copy the phrase or sentence in which the word appears and predict its meaning. Indicate how the word is used in the sentence. Using a dictionary or Dictionary.com, employ a think-aloud to ask, “Does this make sense based on how the word is used in the text?” Write the correct definition on the organizer.
  - Use the dictionary entry to fill in a synonym for the word.
  - Use the dictionary to fill in an antonym non-example of the word.
  - Sketch an example or association on the back of the word maps. Encourage quick sketches and not works of art.
  - Have each student share his or her sketch with a partner and discuss the similarities and differences.
  - Create original sentences using context clues using the new word.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone \(Videos\).](#)
- YouTube by Floabulary
  - [The 5 Types of Text Structure](#)
- YouTube by Heather Montgomery
  - [RL.6.4 Figurative and Connotative Meanings](#)
- YouTube by mistersato411
  - [How does word choice affect tone and meaning?](#)
- YouTube by Home School Helpers
  - [Analyzing Text Structures](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.6.5 Determine the structure of a text (e.g., story, poem, or drama).		A.RL.6.5.a Determine the structure of a text (e.g., story, poem, or drama).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.5.a (A) Determine the structure of a text (e.g., story, poem, or drama).	A.RL.6.5.a (B) Select or provide a sentence that completes the overall structure of a text.	A.RL.6.5.a (C) Provide a repeated word, phrase, or sentence from a familiar poem or story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Speak in complete sentences.</li> <li>• Write in a cohesive manner.</li> <li>• Demonstrate correct usage of words in the English language.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Completes</li> <li>• Drama</li> <li>• Phrase</li> <li>• Poem</li> <li>• Repeated</li> <li>• Sentence</li> <li>• Story</li> <li>• Structure</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Implementing the Text Structure Strategy in Your Classroom</a></li> </ul> </li> <li>▪ Lumen (courseslumenlearning.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Writing the Analysis of a Poem, Short Story, or Play</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.5 Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">Lesson plan – Poetry, Prose, and Drama, Oh My!</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot (Interactive Lessons).</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.5 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [RL.6.5 Curriculum Documents](#)
- Tutorified (tutorified.com)
  - [RL.6.5 Worksheet Story Structure Worksheet](#)
- Thomas Tallis School ,Kidbrooke Park Road, London (thomastallischool.com)
  - [A Guide to Text Types: Narrative, Non-fiction and poetry](#)
- **Activities**
  - The Paragraph Shrinking strategy allows each student to take turns reading, while pausing and connecting the main points of each paragraph to the rest of the text. Students provide each other with feedback to monitor comprehension. Each member of the teacher-assigned pair takes turns being “Coach” and “Player.” These pairs are changed regularly. All students have the opportunity to be “coaches” and “players.” Note: It is important for teachers to monitor and support students as they work together. Each student reads aloud until the predetermined stopping point set by the teacher. After each paragraph in the text, students stop to summarize the main points of the reading and note how the passage fits into the overall structure of the text. If a “Player” gives a wrong answer, the “Coach” asks the “Player” to skim the paragraph again and try again a second time. Students could be asked to state the main idea as well as noting how the passage connects to the passage before it.
  - Ask the student to identify distinct scenes or moments in the text and then explain how the scene fits into the overall structure and how it helps to develop the theme, setting or plot
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot \(Videos\).](#)
  - Study.com (study.com)
    - [How the Structure of a Poem or Drama Contributes to Meaning](#)
  - YouTube by eSparkLearningVideos
    - [Identifying Differences in Poetry, Prose, and Drama Instructional](#)
  - Education Galaxy Videos (egvideos.com)
    - [Mississippi – Grade 6 – Reading – Reading: Literature – Development of Theme, Setting and Plot](#)
  - YouTube by Mind Blooming
    - [Story Elements Part 1: Characters, Setting, and Events | English for Kids](#)
    - [Story Elements Part 2: Problem and Solution | English for Kids](#)
  - YouTube by Swick’s Classroom
    - [Story Elements Song | Character, Setting and Plot!](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.6.6 Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.		A.RL.6.6.a Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.6.a (A) Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	A.RL.6.6.a (B) Identify the narrator.	A.RL.6.6.a (C) Identify the narrator when a character is narrating the story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Use words to accurately convey personal feelings about a situation.</li><li>• Understand how others' feelings are conveyed in their word choices.</li><li>• Improve reading comprehension skills.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Describe</li><li>• Feeling</li><li>• First-person</li><li>• Narration</li><li>• Narrator</li><li>• Point of view</li><li>• Show</li><li>• Speaker</li><li>• Thinking</li><li>• Third person</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</a></li></ul></li><li>▪ Education.com [requires a free account] (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.6 Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ Reading Rockets (readingrockets.org)<ul style="list-style-type: none"><li>▪ <a href="#">Think-alouds</a></li><li>▪ <a href="#">Revisiting Read Alouds: Instructional Strategies that Encourage Student's Engagement with Text</a></li></ul></li><li>▪ Independence School District, Independence Missouri (idschools.org)<ul style="list-style-type: none"><li>▪ <a href="#">ELA Virtual Learning Grade 6/Point of View</a></li></ul></li><li>▪ Flocabulary by Nearpod (Flocabulary.com)<ul style="list-style-type: none"><li>▪ <a href="#">Telling Biggie's Story from Different Points of View</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text (Lessons).</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engageny.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.6 Curriculum Documents</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Tutorified ([tutorified.com](https://www.tutorified.com))
  - [RL.6.6 Worksheet Narrator's Point of View Worksheet](#)
- **Activities**
  - During a shared reading, have students select descriptive words or illustrations from a text to describe the point of view of the narrator of a story. Ask the student to use an example from the text to describe the point of view of the narrator.
  - While reading a text that contains multiple characters that experience the same event, assign different students to each of the characters in the story, and have them talk about the event from their point of view. This is a strategy that helps students understand their role as a writer. By using this strategy, teachers encourage students to write creatively, to consider a topic from a different perspective, and to gain practice writing for different audiences.
  - The teacher poses a single, well-crafted question and then waits for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. Once discussion begins, the teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum”
  - Display a RAFT example. Describe using simple examples: role, audience, format, and topic. Model how to write responses to the prompts and discuss the key elements as a class. Keep this as simple and concise as possible. Have students practice responding to the following prompts individually or in small groups.
    - Role of the Writer: Who or what are you as the writer? A pilgrim? A soldier?
    - Audience: To whom are you writing? A friend? Your teacher?
    - Format: In what format are you writing? A letter? A poem? A speech?
    - Topic and strong verb: What are you writing about? Why?
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](https://www.pbslearningmedia.org))
    - [RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text \(Videos\)](#).
  - YouTube by Lincoln Learning Solutions
    - [Point of View Fun](#)
  - Khan Academy ([khanacademy.org](https://www.khanacademy.org))
    - [Characters' thought and feelings | Reading](#)
    - [A story's point of view | Reading](#)
  - YouTube by McGraw Hill PreK-12
    - [Introduction to Reading Skills: Narrator's Point of View](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<p><b>A.RL.6.7</b> Compare the experience of reading or listening to a written story, drama, or poem with the experience of watching video or live performance of the same text.</p>		<p><b>A.RL.6.7.a</b> Compare the experience of reading or listening to a written story, drama, or poem with the experience of watching video or live performance of the same text.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RL.6.7.a (A)</b> Compare the experience of reading or listening to a written story, drama, or poem with the experience of watching video or live performance of the same text.</p>	<p><b>A.RL.6.7.a (B)</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p>	<p><b>A.RL.6.7.a (C)</b> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Understand that adding multimedia and visual displays to a presentation emphasizes details.</li> <li>• Add visuals to a report to clarify information that would otherwise be confusing to the reader.</li> <li>• Creating poster for an event.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Drama</li> <li>• Experience</li> <li>• Live</li> <li>• Multimedia</li> <li>• Performance</li> <li>• Presentation</li> <li>• Poem</li> <li>• Sound</li> <li>• Video</li> <li>• Visual display</li> <li>• Written</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.7 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.7 Curriculum Documents</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.7 Worksheet Literature to Other Mediums</a></li> </ul> </li> <li>▪ English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Compare Work of Literature to Other Mediums Organizers Worksheets RL.6.7</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Study.com (study.com)
  - [How to Compare & Contrast Literary Mediums](#)
  - [Comparing Techniques Used in Different Literary Mediums](#)
- Wisewire.com
  - [Grade 6 Playlist: Compare and Contrast the Experience of Reading to Listening or Viewing](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [Lesson: Animal Emotions in Literature](#)
  - [RL 6.7 Lesson Plan Templates](#)
- **Activities**
  - Have the student indicate similarities and differences in sensory experiences between a book and a video version of the same text. Have the student indicate preferences for forms of presentation by comparing and contrasting what is like and disliked about the two presentations.
  - Have the students read a book and watch a video, then describe e what they liked and did not like about the different presentations. Have students select from a list one thing that is the same between the two.
  - To review the components in both the written and visual text, have students complete a graphic organizer which prompts them to write down a comparison of the characters, plot, and resolution of a story. After filling out the chart, students present or write the similarities and differences of the two.
  - Have students critically analyze movie adaptations of a book. Students may choose elements of the book that were changed, the effects of the change and the reader’s preferences.
  - Have students examine the various covers of books and DVDs from recent releases. With a partner or small group, they discuss how the DVD cover differs from the book cover and determine how the DVD cover reveals the ways in which the film differs from the book.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch \(Videos\)](#)
  - YouTube by eSparkLearningVideos
    - [Comparing and Contrasting Reading Experience Instructional Video \(RL.6.7\)](#)
  - Flocabulary (flocabulary.com)
    - [Compare and Contrast](#)
  - McGraw Kill PreK-12
    - [Fun Animation Explaining How to Compare and Contrast Nonfiction texts](#)
  - Khan Academy (khanacademy.org)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [Different mediums and the tone of the text](#)

**No alternate standard for RL.6.8**

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.6.9 Compare and contrast stories, myths, or texts with similar topics or themes.		A.RL.6.9.a Compare and contrast stories, myths, or texts with similar topics or themes.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.6.9.a (A) Compare and contrast stories, myths, or texts with similar topics or themes.	A.RL.6.9.a (B) Compare a text version of a story or myth with similar topics or themes.	A.RL.6.9.a (C) Identify one way that a text version of a story or myth compares with similar topics or themes.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Notice that stories in the same genre share common elements.</li><li>• Select books written in a favorite genre.</li><li>• Learn that stories can address the same topic in different ways.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Compare</li><li>• Contrast</li><li>• Genre</li><li>• Myths</li><li>• Similar</li><li>• Story</li><li>• Themes</li><li>• Topics</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Education.com [requires a free account] (<a href="http://education.com">education.com</a>)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.9 Worksheets</a></li></ul></li><li>▪ Nearpod [requires a free account] (<a href="http://nearpod.com">nearpod.com</a>)<ul style="list-style-type: none"><li>▪ <a href="#">Resource Library for Mississippi Standard RL.6.9</a></li></ul></li><li>▪ PBS Learning Media (<a href="http://mpb.pbslearningmedia.org">mpb.pbslearningmedia.org</a>)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics (Lessons).</a></li></ul></li><li>▪ Engage<sup>ny</sup> (<a href="http://engageny.org">engageny.org</a>)<ul style="list-style-type: none"><li>▪ <a href="#">RL.6.9 Curriculum Documents</a></li></ul></li><li>▪ Share My Lesson [requires a free account] (<a href="http://sharemylesson.com">sharemylesson.com</a>)<ul style="list-style-type: none"><li>▪ <a href="#">RL 6.9 Lesson Plan Templates</a></li></ul></li><li>▪ Internet4Classrooms (<a href="http://internet4classrooms.com">internet4classrooms.com</a>)<ul style="list-style-type: none"><li>▪ <a href="#">Literacy.RL.6.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics</a></li></ul></li></ul></li><li>• <b>Activities:</b></li></ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Use a graphic organizer to analyze similar themes and topics in two or more texts. Students are to note how the texts are alike and different, and then use evidence from the text to support their claims.
- Use test dependent questions to assess competency within this standard.
  - Step 1: Identify the Core Understandings and Key Ideas of the Text
  - Step 2: Start Small to Build Confidence
  - Step 3: Target Vocabulary and Text Structure
  - Step 4: Tackle Tough Sections Head-on
  - Step 5: Create Coherent Sequences of Text Dependent Questions Step Six: Identify the Standards That Are Being Addressed
- **Videos:**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.6.9 Compare and contrast texts in different forms or genres \(e.g., stories and poems; historical novels and fantasy stories\) in terms of their approaches to similar themes and topics \(Videos\).](#)
  - YouTube by Jessie Ketchum
    - [RI.6.9 Comparing texts based on author perspective and genre](#)
  - YouTube by eSparkLearningVideos
    - [Comparing/Contrasts Texts with Different Genres Instructional Video](#)
  - YouTube by EasyTeaching
    - [Compare and Contrast | Reading Strategies](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Literature  
 CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
<b>A.RL.6.10</b> Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.		<b>A.RL.6.10.a</b> Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.  (NOTE: **This standard references all A.RL.6 elements described above.)	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.6.10.a (A)</b> Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	<b>A.RL.6.10.a (B)</b> Focus on comprehending the text during independent and shared reading of stories, dramas, and poetry.	<b>A.RL.6.10.a (C)</b> Identify an event or character from individual or shared reading of a story, drama, or poetry.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand that authors write a variety of literary texts (e.g., stories, dramas, poetry).</li> <li>Read text from a variety of text genres.</li> <li>Know the difference between different genres.</li> <li>Choose books for independent reading.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Comprehend</li> <li>Stories</li> <li>Dramas</li> <li>Genre</li> <li>Poems</li> <li>Scaffolding</li> <li>Complexity band</li> <li>Proficiently</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Reading is fundamental (rif.org)               <ul style="list-style-type: none"> <li><a href="#">Lessons – RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RL.6.10 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li><a href="#">Resource Library for Mississippi Standard RL.6.10</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Literature

CONCEPT: Range of Reading and Level of Text Complexity

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range \(Interactive Lessons and Documents\).](#)
- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [RL.6.10 Lesson Plans Templates](#)
- **Activities**
  - Guide students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Students work toward completing this activity independently to assess reading and comprehension abilities. Determine the text to be used and pre-select point for students to pause during the reading process. Teacher should scan the title, and note chapter heading, illustrations, and other explanatory materials to complete a graphic organizer. Have student read up to the first pre-selected stopping point in the text. Have the student answer questions about specific information and evaluate their predictions. At the end of the reading, students go back through the text and think about their predictions. Students verify or modify the accuracy of their predictions by finding supporting statements in the text.
  - Help students learn independently through self-questioning and careful close reading of difficult content. Assign the text to be read in class. Ask students to rate their understanding on a scale of 1-10 and list any questions they have about text that was unclear. Direct students to read the text again and rate their understanding.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range \(Videos\).](#)
  - YouTube by Clarendon Learning
    - [Reading Comprehension for Kids | Practice Reading Comprehension Skills and Learn 4 Key Strategies](#)
  - YouTube by Christie Cameron
    - [Sixth Grade Reading Comprehension](#)
  - YouTube by Teach Starter
    - [Reading Comprehension: Super Six Comprehension Strategies](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<b>A.RI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.		<b>A.RI.6.1.a</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.6.1.a (A)</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	<b>A.RI.6.1.a (B)</b> Identify information that is and is not directly stated in the text.	<b>A.RI.6.1.a (C)</b> Answer a question about explicit information provided in the text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Cite evidence to support inferences drawn from a text.</li> <li>• Read an informational text.</li> <li>• Use clues to form an inference from an informational text.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Accurately</li> <li>• Cite</li> <li>• Details</li> <li>• Examples</li> <li>• Explicit</li> <li>• Implicit</li> <li>• Infer</li> <li>• Inference</li> <li>• Quote</li> <li>• Support</li> <li>• Textual evidence</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.1 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RL.6.1</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Lessons).</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.1 Lesson Plans Templates</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Questions Before, During and After Reading</a></li> <li>▪ <a href="#">Asking Questions When Reading</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- [Grade 6 RI.6.1 Curriculum Documents](#)
- Tutorified (tutorified.com)
  - [RI.6.1 Worksheet Making Inferences Worksheet](#)
- **Activities**
  - Provide students with a short excerpt from a text. Ask a question about something that is stated explicitly in the text. Have students work in small groups to locate textual evidence to support the point.
  - Assign students a paragraph essay on a piece of literature that they have already read. Ask students to analyze the text and use textual evidence to support what was stated explicitly in the text.
  - Use index-card-evidence collection chats. As readers go through an article, they are required to come up with the central idea(s). These ideas are discussed as a class. Learners are then required to look for at least three pieces of specific textual evidence that support the previously defined central ideas and write them down on an index card. Each member of the class meets with a partner to share evidence, that is, to chat. Together, they rank all textual evidence from most supportive (strongest) to least supportive (weakest). The objective is for students to practice identifying the best pieces of textual evidence to support a central idea. Individually, a response to the reading assignment is written that presents the central idea and the supporting evidence.
  - Provide students with a passage and three different colored highlighters or colored pencils. Students are to underline or highlight the main idea, explicit evidence, and any implicit evidence. Students could also write their inferences in the margin based on the implicit evidence.
  - While reading the passage, have students stop at various points to make an inference and provide the evidence from the passage to support it and record on their graphic organizer. (This can be completed on chart paper if the students are working in small groups.)
- **Videos**
  - Teaching Channel (Teachingchannel.org)
    - [Getting Ready to Write: Citing Textual Evidence](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \(Videos\).](#)
  - Khan Academy (khanacademy.org)
    - [Making inferences in informational texts | Reading](#)
    - [Finding connections between ideas within a passage | Reading](#)
    - [Looking back at the text for evidence | Reading](#)
  - YouTube by eSparkLearningVideos
    - [Using Evidence to Support Facts and Inferences](#)
  - YouTube by Cleveland School District
    - [CSD 6<sup>th</sup> Grade ELA RI.6.1 and RI.6.1 – Citing Textual Evidence](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.6.2 Determine the main idea of a passage and details or facts related to it.		A.RI.6.2.a Determine the main idea of a passage and details or facts related to it.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.2.a (A) Determine the main idea of a passage and details or facts related to it.	A.RI.6.2.a (B) Given sentences from a text, identify a central idea.	A.RI.6.2.a (C) Identify an important detail from informational text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Tell the central idea of a reading.</li> <li>Understand the difference between fact and opinion.</li> <li>Identify supporting details from a text.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Convey</li> <li>Details</li> <li>Distinct</li> <li>Fact</li> <li>Idea</li> <li>Judgment</li> <li>Opinion</li> <li>Suggest</li> <li>Summary</li> <li>Theme</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.2 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li><a href="#">Resource Library for Mississippi Standard RI.6.2</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">Grade 6: RI.6.2 Curriculum Documents</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments (Lessons).</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.2 Lesson Plans Templates</a></li> </ul> </li> <li>Tutorified (tutorified.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.2 Worksheet Central Ideas or Text Worksheet</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- **Activities**

- After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform).
- During shared reading of an informational text, have the student point tell or gesture to communicate when an important detail is stated.
- The teacher creates an observation checklist rubric based on the text selected. The rubric is then used to determine if each student has used details from the text to accurately convey the central theme.
- After reading a selected text, have students create a table listing facts from the text on one side and opinions mentioned or inferred in the text on the other side. Use classroom observations to determine mastery.

- **Videos**

- Bradt Reading YouTube Channel
  - [Main Idea and Details](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments \(Videos\).](#)
- YouTube by McGraw Hill PreK-12
  - [How to find the main idea and supporting details](#)
- Khan Academy ([khanacademy.org](http://khanacademy.org))
  - [What is a main idea? | Reading](#)
  - [Using Text Features to Locate Information](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<b>A.RI.6.3</b> Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.		<b>A.RI.6.3.a</b> Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RI.6.3.a (A)</b> Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	<b>A.RI.6.3.a (B)</b> Identify an individual that is elaborated on in a text.	<b>A.RI.6.3.a (C)</b> Identify a detail from a familiar story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explain how a character is presented in a reading.</li> <li>• Use elaborations to describe a personal experience.</li> <li>• Explain a complicated situation.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Characters/character traits</li> <li>• Detail</li> <li>• Describe</li> <li>• Dialogue</li> <li>• Elaborate</li> <li>• Episodes</li> <li>• Event</li> <li>• Explain</li> <li>• Ideas</li> <li>• Illustrate</li> <li>• Individuals</li> <li>• Resolution</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.3 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RI.6.3</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6: RI.6.3 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes (Lessons)).</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [RI.6.3 Lesson Plans Templates](#)
- Tutorified ([tutorified.com](http://tutorified.com))
  - [RI.6.3 Worksheet Key Details Worksheet](#)
- **Activities**
  - After shared reading have students describe the plot of the story.
  - Have students create cards to show how a series of episode in a story or drama is sequenced
  - Ask students to describe how characters change throughout a story or drama.
  - After shared reading, have students describe how a character evolved within the plot and how the plot unfolded.
  - During shared reading, have students discuss how characters respond as the plot moves toward resolution.
- **Videos**
  - EG Videos ([egvideos.com](http://egvideos.com))
    - [Mississippi – Grade 6 – Reading: Informational Text – Key Events and Ideas – RI.6.3](#)
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text \(e.g., through examples or anecdotes \(Videos\).](#)
  - YouTube by eSparkLearningVideos
    - [Developing Key Events Instructional Video \(6.RI.3\)](#)
  - YouTube by ClickView
    - [What are Informative Texts?](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.6.4 Determine how word choice changes the meaning of a text.		A.RI.6.4.a Determine how word choice changes the meaning of a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.4.a (A) Determine how word choice changes the meaning of a text.	A.RI.6.4.a (B) Select or provide a sentence that completes the overall structure of a text.	A.RI.6.4.a (C) Identify words from a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Choose words that convey the appropriate tone when composing an email.</li> <li>Include important details when recounting an event.</li> <li>Post an opinion on social media that is not offensive to their peers.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Adequate volume</li> <li>Analyze</li> <li>Appropriate</li> <li>Clarify</li> <li>Complete</li> <li>Detail</li> <li>Figurative meaning</li> <li>Impact</li> <li>Meaning</li> <li>Pertinent</li> <li>Phrases</li> <li>Sequencing</li> <li>Specific</li> <li>Tone</li> <li>Word choice</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.4 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li><a href="#">Resource Library for CCSS Standard RI.6.4</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (Lessons).</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">Grade 6: RI.6.4 Curriculum Documents</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.4 Lesson Plans Templates</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Tutorified ([tutorified.com](http://tutorified.com))
  - [RI.6.4 Worksheet Words and Phrase Meaning Worksheet](#)
- **Activities**
  - Select a significant word from an essay/article and place the word in the middle of a graphic organizer. Have the students provide the images, emotions, or feelings (connotations) as well as definitions (denotations) of the word. Have the class discuss why the author has chosen that specific word and how it changes the meaning and tone of the article/essay. This shows students how word choice is deliberate and impacts the meaning of the text.
  - Have students give a description, explanation, or example of the new term in his/her own words. Using an observation checklist, have students give feedback with regards to accuracy in description, explanation, or example given. Then have students draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, have students share their picture, symbol, or graphic during a game of charades with their group. Each group should designate a recorder to document the results of the game (e.g., the name of the student; the term used; a description of the drawing, symbol or graphic; and any additional information needed).
  - Upon completion of a reading activity, have students provide answers to text dependent questions to display their level of comprehension.
  - Have students give a description, explanation, or example of a new term in his/her own words. Using an observation checklist, give feedback with regards to accuracy in description, explanation, or example given. Then have students draw a picture, create a symbol, or locate a graphic to represent the new term. In small groups, have students share their picture, symbol, or graphic during a game of charades with their group.
  - Upon completion of an activity, have students provide written answers to text dependent questions to display their level of comprehension.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings \(Videos\)](#)
  - YouTube by Lincoln Learning Solutions
    - [Understanding Informational Texts](#)
  - YouTube by Jake Scott
    - [The Inferences Song – Draw Conclusions!](#)
  - YouTube by mistersato411
    - [How does word choice affect one and meaning?](#)
  - YouTube by Shmoop
    - [Word Choice](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.6.5 Determine how the title fits the structure of the text.		A.RI.6.5.a Determine how the title fits the structure of the text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.5.a (A) Determine how the title fits the structure of the text.	A.RI.6.5.a (B) Identify a sentence that fits the title of a text.	A.RI.6.5.a (C) Identify the title of a text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use the text structure to understand a text.</li> <li>• Make inferences about a text based on its title.</li> <li>• Use text features to gain a deeper understanding of the text.</li> <li>• Understand figurative language and how word choice impacts meaning.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Chapter heading</li> <li>• Headings</li> <li>• Impact</li> <li>• Plot</li> <li>• Text structure</li> <li>• Theme</li> <li>• Title</li> <li>• Tone</li> <li>• Setting</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.5 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6: RI.6.5 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (Lessons).</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.5 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.5 Worksheet Analyzing Portions of Text Worksheet</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Ask students to explain how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the ideas.
  - Allow students to engage in formal and informal presentations of a variety of products to promote growth in this area.
  - Give the student the title of an informational text and ask them to find a sentence in the text that repeats the title.
  - Have the student identify an illustration that fits into the overall theme of the text (i.e., point to an illustration in a text)
  - Ask a student “what does the word/phrase \_\_\_\_\_ mean in this selection and then ask them to support their answer with evidence from other lines in the text.
- **Videos**
    - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
      - [RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas \(Videos\).](#)
    - YouTube by McGraw Hill Prek-12
      - [Learning About Text Structure](#)
    - YouTube by Flocabulary
      - [The 5 Types of Text Structure](#)
    - Khan Academy ([khanacademy.org](http://khanacademy.org))
      - [Using text features to locate information | Reading](#)
      - [The structures of informational texts | Reading](#)
    - EG Videos ([egvideos.com](http://egvideos.com))
      - [Mississippi – Grade 6 – Reading: Informational Text – Text Structure and Development of Ideas – RI.6.5](#)
    - YouTube by Leverage Learning Group, Inc.
      - [6<sup>th</sup> Grade Close Reading of Informational Text \(Part 1\)](#)
      - [6<sup>th</sup> Grade Close Reading of Informational Text \(Part 2\)](#)
    - YouTube by eSparkLearningVideos
      - [Making Textual Connections Framing Video](#)
    - YouTube by Carson Delosa Education
      - [Reading for Main Ideas & Detail in Informational Text](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.6.6 Identify words or phrases in the text that describe or show the author's point of view.		A.RI.6.6.a Identify words or phrases in the text that describe or show the author's point of view.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.6.a (A) Identify words or phrases in the text that describe or show the author's point of view.	A.RI.6.6.a (B) Identify a word that represents the purpose of a text.	A.RI.6.6.a (C) Point to a picture that shows what happened in a text designed to recount an event.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand that someone's point of view determines how they react to certain situations.</li> <li>Acknowledge differences in points of view of others.</li> <li>Understand that others' points of view determine how they describe an event.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Author</li> <li>Develop</li> <li>Narrator</li> <li>Point of view</li> <li>Speaker in text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.6 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li><a href="#">Resource Library for CCSS Standard RL.6.6</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (Lessons).</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.6 Lesson Plans Templates</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li><a href="#">Questions Before, During and After Reading</a></li> <li><a href="#">Asking Questions When Reading</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">Grade 6 RI.6.6 Curriculum Documents</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Tutorified ([tutorified.com](http://tutorified.com))
  - [RI.6.6 Worksheet Author's Purpose Worksheet](#)
- **Activities**
  - Using specific language found in the text, have students work in pairs to prepare a Venn diagram displaying the different points of view outlined in the text. Teachers listen intently and foster an environment of objective peer to peer feedback sharing to keep learning moving forward.
  - Using the selected passage, have students write a summary or essay citing textual evidence to supports their analysis of the author intent.
  - After completing the summary or essay, have each student conduct an online search to find additional reliable reviews that support or conflict with their original claim.
  - Have the student choose from three words to describe the author's point of view from a historical text.
  - Have the student choose a word that represents what they learned from a report on a real-life event.
  - Have the student point to a picture that shows what happened in a text designed to recount an event.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text \(Videos\).](#)
  - EG Videos ([egvideos.com](http://egvideos.com))
    - [Mississippi – Grade 6 – Reading: Informational Text – Author's Point of View and Purpose – RI.6.6](#)
  - YouTube by eSparkLearningVideos
    - [Point of View Instructional Video](#)
  - YouTube by Kami Oldenkamp
    - [Author's Point of View](#)
  - Khan Academy YouTube Channel
    - [A Story's Point of View](#)
    - [Analyzing an author's purpose | reading](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Skills

Standard		Performance Objectives	
A.RI.6.7 Find similarities in information presented in different media or formats as well as in text.		A.RI.6.7.a Find similarities in information presented in different media or formats as well as in text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.7.a (A) Find similarities in information presented in different media or formats as well as in text.	A.RI.6.7.a (B) Identify information from media and other formats of text that are about similar topics.	A.RI.6.7.a (C) Identify information from one source/text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Watch a movie of their favorite book.</li> <li>• Interpret a story differently when they hear and see the characters.</li> <li>• Determine if they like the text or movie version of their book.</li> <li>• Explain your perception of what you hear and see.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Differences</li> <li>• Drama</li> <li>• Experience</li> <li>• Formats</li> <li>• Information</li> <li>• Issue</li> <li>• Media format</li> <li>• Perception</li> <li>• Poetry</li> <li>• Similar</li> <li>• Synthesize</li> <li>• Theme</li> <li>• Topic</li> <li>• View</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.7 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text (Lessons).</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.7 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6 RI.6.7 Curriculum Documents</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Skills

- [RI.6.7 Worksheet Visual Details Worksheet](#)

- **Activities**

- Have students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.
- Have students work in teams to compare/combine information from a video and a passage on the same topic to make a statement about the topic.
- Have student compare a text with a video version of the same text to identify ways that the text is the same as the video.
- Provide students with a list of questions at a variety of learning levels. Provide access to print as well as internet sources. Given a set amount of time, see how many answers they can find. Students must cite their sources. Include some fun questions as well as educational ones. For example, include a riddle.
- Have students explain the differences between what they see and hear when reading to your perception of what you hear and watch in an audio, video, or live version.

- **Videos**

- EG Videos (egvideos.com)
  - [Text Features](#)
- Lincoln Learning Solutions YouTube Channel
  - [Understanding Informational Texts](#)
- ClickView YouTube Channel
  - [What are Informative Texts?](#)
- eSpark Learning YouTube Channel
  - [Using Text Features to Locate Information Instructional Video \(5.RI.7\)](#)
- Khan Academy YouTube Channel
  - [Using Text Features to Locate Information](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Skills

Standard		Performance Objectives	
A.RI.6.8 Identify claims in a text supported by reason.		A.RI.6.8.a Identify claims in a text supported by reason.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.8.a (A) Identify claims in a text supported by reason.	A.RI.6.8.a (B) Identify claims in a text.	A.RI.6.8.a (C) Recognize a claim in a text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Differentiate between factual and fictional writing.</li> <li>Understand that some text may persuade them to think differently.</li> <li>Use examples to support the author's claims.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Claims</li> <li>Evaluate</li> <li>Evidence</li> <li>Reason</li> <li>Supported</li> <li>Valid</li> <li>Validity</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li><a href="#">Developing Evidence-Based Arguments from Texts</a></li> </ul> </li> <li>WeAreTeachers (weareteachers.com)               <ul style="list-style-type: none"> <li><a href="#">Making a Claim: Teaching Students Argument Writing Through Close Reading</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.8 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">Grade 6: RI.6.8 Curriculum Documents</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (Lessons).</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.8 Lesson Plans Templates</a></li> </ul> </li> <li>Tutorified (tutorified.com)               <ul style="list-style-type: none"> <li><a href="#">RI.6.8 Worksheet Evaluating Claims Worksheet</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Skills

- **Activities**

- Fact with Evidence or Not. After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery.
- After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.
- After a shared reading, have students find several reasons the author gives for a point in the text.
- After reading to identify the evidence an author provides, have the student restate the evidence.
- Have the student select from two choices the evidence that supports a point the author makes in the text.
- After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side.
- After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.

- **Videos**

- EG Videos (egvideos.com)
  - [Mississippi – Grade 6 – Reading: Informational Text – Arguments and Claims – RI.6.8](#)
- YouTube by Leverage Learning Group, Inc.
  - [6<sup>th</sup> Grade Close Reading of Informational Text \(Part 1\)](#)
  - [6<sup>th</sup> Grade Close Reading of Informational Text \(Part 2\)](#)
- YouTube by GSD Instructional Programs
  - [Writing Arguments and Trace & Evaluate the Argument](#)
- YouTube by McGraw Hill PreK-12
  - [Claims and Supporting Evidence](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not \(Videos\).](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Skills

Standard		Performance Objectives	
A.RI.6.9 Compare and contrast how two texts describe the same event.		A.RI.6.9.a Compare and contrast how two texts describe the same event.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.9.a (A) Compare and contrast how two texts describe the same event.	A.RI.6.9.a (B) Identify two texts that describe the same event.	A.RI.6.9.a (C) Identify an event from a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Differentiate between factual and fictional information.</li> <li>• Understand that some information found in books or on the internet may not be factual.</li> <li>• Use a variety of resources to distinguish fact from fiction.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Difference</li> <li>• Event</li> <li>• Genres</li> <li>• Perspective</li> <li>• Point of view</li> <li>• Presentation</li> <li>• Similar</li> <li>• Text</li> <li>• Theme</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Compare &amp; Contrast Map</a></li> <li>▪ <a href="#">Exploring Compare and Contrast Structure in Expository Texts</a></li> </ul> </li> <li>▪ WeAreTeachers (weareteachers.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Making a Claim: Teaching Students Argument Writing Through Close Reading</a></li> </ul> </li> <li>▪ Wisewire (wisewire.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6 Playlist: Comparing Two Accounts</a></li> </ul> </li> <li>▪ Pennsylvania Standards Aligned System (pdesas.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Plan: Introduction to Comparing Two Informational Texts on a Similar Topic</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.9 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6: RI.6.9 Curriculum Documents</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Skills

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RI.6.9 Compare and contrast one author's presentation of events with that of another \(e.g., a memoir written by and a biography on the same person\) \(Lessons\).](#)
- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [RI.6.9 Lesson Plans Templates](#)
- Tutorified ([tutorified.com](http://tutorified.com))
  - [RI.6.9 Worksheet Comparing Authors Worksheet](#)
- **Activities**
  - Have a student select three books on a topic (e.g., bears, dogs, etc.) and share a fact from the passages.
  - Give student three options to choose from and have them select two passages on a topic.
  - After shared reading of an informational text, have the student restate an act from the text.
  - Have students select a historical or scientific topic (or assign one). Then have students create key questions they would like answered. Have them use a variety of sources (minimum of three) to find the answers to these questions as well as additional information. Students need to document these sources. They then create a three-to-five-minute presentation on their topic and present it to the class.
  - Have each student select a famous person and read about the person in books, video clips from the internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people.
  - Give groups of students a person or event, such as the most important person of the Revolutionary War. Each group researches a person, recording information and discussing findings. They then defend, in debate format, why this person was the key or most important person of the event, in the case of the example, the Revolutionary War. Other groups, or the teacher, can ask questions or request the source of an argument during the debate. Students will be evaluated on their skill of finding important information and on defending their point of view.
- **Videos**
  - Education Galaxy Videos ([egvideos.com](http://egvideos.com))
    - [Mississippi – Grade 6 – Reading: Informational Text –Compare and Contrast Presentations of Events\) – RI.6.9](#)
  - YouTube by McGraw Hill PreK-12
    - [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts](#)
  - YouTube by eSparkLearningVideos
    - [Comparing/Contrasts Texts with Different Genres Instructional Video](#)
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.6.9 Compare and contrast one author's presentation of events with that of another \(e.g., a memoir written by and a biography on the same person\) \(Videos\).](#)

COURSE: Alternate English Language Arts Sixth Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Skills

Standard		Performance Objectives	
A.RI.6.10 Demonstrate understanding of literary nonfiction that has been read aloud.		A.RI.6.10.a Demonstrate understanding of literary nonfiction that has been read aloud.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.6.10.a (A) Demonstrate understanding of literary nonfiction that has been read aloud.	A.RI.6.10.a (B) Identify characteristics of literary nonfiction.	A.RI.6.10.a (C) Identify a detail from a nonfiction text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Read independently.</li> <li>• Look for evidence and/or examples to support the author’s claims.</li> <li>• Differentiate between factual and fictional information.</li> <li>• Understand that some information found in books or on the internet may not be factual.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Drama</li> <li>• Fluency</li> <li>• Literature</li> <li>• Nonfiction</li> <li>• Poetry</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Nurturing the Inquiring Mind through the Nonfiction Read-Aloud</a></li> </ul> </li> <li>▪ The Classroom Nook (classroomnook.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">5 Ideas for Teaching Students How to Read Nonfiction</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Strategy Guide -Teacher Read-Aloud That Models Reading for Deep Understanding</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6 RI.6.10 Curriculum Documents</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Skills

- Education.com [requires a free account] (education.com)
  - [RI.6.10 Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [Habits for a Healthy Democracy Lesson Plan](#)
- TeacherVision [requires a free account] (teachervision.com)
  - [6<sup>th</sup> Grade Reading and Literature Lesson Plans](#)
- **Activities**
  - Have students read a given text. Then ask them to write down the title and the author. Then ask them to indicate the main ideas in their own words. Then ask them to give a statement that summarizes the important points. Finally, they are to think about the text by thinking and talking about what they have learned, asking why the author wrote the text. What they think the author hopes they'll learn? Etc.
  - Have students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - Have students answer and receive feedback on text dependent questions.
  - Have students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range \(Videos\).](#)
  - YouTube by Leverage Learning Group, Inc.
    - [6<sup>th</sup> Grade Close Reading of Informational Text](#) (Parts 1 & 2)
  - YouTube by Lincoln Learning Solutions
    - [Understanding Informational Texts](#)
  - YouTube by ClickView
    - [What are Informative Texts?](#)
  - YouTube by Khan Academy
    - [Using Text Features to Locate Information](#)
  - YouTube by eSparkLearningVideo
    - [Developing Key Events Instructional Video \(6.RI.3\)](#)
  - YouTube by The Bespectacled Librarian
    - [Nonfiction Text Features](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<b>A.W.6.1</b> With guidance and support, write claims about topics or text.		<b>A.W.6.1.a</b> Write a claim about a topic or text. <b>A.W.6.1.b</b> Write one or more reasons to support a claim about a topic or text. <b>A.W.6.1.c</b> Not applicable <b>A.W.6.1.d</b> Not applicable <b>A.W.6.1.e</b> Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.6.1.a</b> (A) Write a claim about a topic or text.	<b>A.W.6.1.a</b> (B) Match a claim to a topic or a text.	<b>A.W.6.1.a</b> (C) Identify a topic or a text.	
<b>A.W.6.1.b</b> (A) Write one or more reasons to support a claim about a topic or text.	<b>A.W.6.1.b</b> (B) Write one reason to support a claim about a topic or text.	<b>A.W.6.1.b</b> (C) Identify a reason to support a claim about a topic or text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explain why they have an opinion about a particular topic.</li> <li>• Provide reasons and evidence to support claims.</li> <li>• Determine relevance of evidence.</li> <li>• Draw conclusions based upon evidence.</li> <li>• Write in complete sentences.</li> <li>• Advocate for themselves.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Arguments</li> <li>• Claim</li> <li>• Clear reasons</li> <li>• Conclusion</li> <li>• Credible source</li> <li>• Details</li> <li>• Facts</li> <li>• Persuade</li> <li>• Reasons</li> <li>• Relevant evidence</li> <li>• Support</li> <li>• Supporting evidence</li> <li>• Text</li> <li>• Topic</li> <li>• Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Compare and Contrast Racing in Different Eras</a></li> <li>▪ <a href="#">Gardner's Multiple Intelligence Research Day</a></li> <li>▪ <a href="#">Prove it!</a></li> <li>▪ <a href="#">Slip or Trip?</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.1.a Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Goalbook Pathways (goalbookapp.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Argument Writing](#)

- **Activities**

- Have students introduce a claim and organize the reasons and evidence to support the claim clearly.
- Have students use words, phrases, and clauses to clarify the relationships among claims(s) and reasons.
- Following reading and discussion of tall tales, make an exaggerated claim and have the students use story elements discussed to support the claim.
- Following a teacher-led discussion about something important to students, generating written reasons and discussion for and against the claim on an interactive whiteboard, have the student make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., The student writes, chew gum in school, relax, work harder or not chew gum in school, stick on desk, noisy chew).
- After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., *We need <claim> because <supportive reason>.* *We need recess because fun.* *We need gum because good.* *We need talk because friends*). After each statement, the teacher leads the group in identifying claim and discussion of reason.

- **Videos**

- YouTube by Caroline Johmann
  - [Making a Claim](#)
- YouTube by Teachinglearning English
  - [Types of claims in argument | Reading and writing](#)
- YouTube by Education Galaxy
  - [Argumentative Text – Topic Overview](#)
- YouTube by Amanda Werner
  - [Teach students argumentative writing skills using video](#)
- Learn Zillion (learnzillion.com)
  - [Clarify how evidence supports the reason.](#)
  - [Order reasons to best prove claim: chronological order](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.6.2</b> With guidance and support, write to share information supported by details.</p>		<p><b>A.W.6.2.a</b> Introduce a topic and write to convey ideas and information about it, including visual, tactual, or multimedia information as appropriate.  <b>A.W.6.2.b</b> Provide facts, details, or other information related to the topic.  <b>A.W.6.2.c</b> Not applicable  <b>A.W.6.2.d</b> Not applicable  <b>A.W.6.2.e</b> Not applicable  <b>A.W.6.2.f</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.6.2.a</b> (A) Introduce a topic and write to convey ideas and information about it, including visual, tactual, or multimedia information as appropriate.</p>	<p><b>A.W.6.2.a</b> (B) Introduce a topic to convey ideas and information about it, including visual information as appropriate.</p>	<p><b>A.W.6.2.a</b> (C) Identify a topic to convey ideas and information.</p>	
<p><b>A.W.6.2.b</b> (A) Provide facts, details, or other information related to the topic.</p>	<p><b>A.W.6.2.b</b> (B) Provide a fact or detail related to the topic.</p>	<p><b>A.W.6.2.b</b> (C) Identify a fact related to the topic.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Write down information about a topic.</li> <li>• Discover topics of interest.</li> <li>• Write about favorite topics.</li> <li>• Use precise language to inform about or explain a topic.</li> <li>• Draw conclusions from informational text.</li> <li>• Convey information accurately.</li> <li>• Use facts, concrete details, quotations, and examples to share information about a topic.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Audience</li> <li>• Cause/effect</li> <li>• Classification</li> <li>• Compare/contrast</li> <li>• Conclusion</li> <li>• Detail</li> <li>• Elaboration</li> <li>• Explanation</li> <li>• Expository</li> <li>• Fact</li> <li>• Formal style</li> <li>• Formatting</li> <li>• Introduction</li> <li>• Organization</li> <li>• Reason</li> <li>• Relevant content</li> <li>• Selection</li> <li>• Thesis statement</li> <li>• Topic/theme</li> <li>• Transitions</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Websites, articles, and other collections</li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Reading Rockets (readingrockets.org)
  - [Supporting Informational Writing in the Elementary Grades](#)
- Understood (understood.org)
  - [Strategy instruction: What you need to know](#)
- Institute of Educational Sciences - National Center for Education Evaluation and Regional Assistance (ies.ed.gov/ncee)
  - [Teaching Secondary Students to Write Effectively](#)
- Montgomery County Public Schools (mcps.org)
  - [K-5 Writing Strategies](#)
- Read Write Think (readwritethink.org)
  - [Strategy Guide – Shared Writing](#)
- Voyager Sopris Learning (voyagersopris.com)
  - [Six Activities for Improving Informative/Explanatory Writing](#)
- Better Lesson (betterlesson.com)
  - [Pere Review Expository Essay](#)
  - [Parts of a Narrative and Some Sponge Bob](#)
  - [Exposition and a Field Trip](#)
- Goalbook Pathways (goalbookapp.com)
  - [Explanatory Writing](#)
- Education.com (education.com)
  - [W.6.2.A Worksheets, Workbooks, Lesson Plans, and Games](#)
- **Activities**
  - Have students write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the facts.
  - Have student write about information learned in science on an assigned topic.
  - Have student work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather).
  - Have the student use a yes/no switch to indicate support for an idea or something a peer says should be included in the shared writing (i.e., Select illustrations to include in the shared writing project).
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Award Winning Main Idea and Supporting Details Teaching Video](#)
  - YouTube by McGraw Hill PreK-12
    - [How to find the main idea and supporting details - Reading](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- YouTube by Bow Tie Buy and Wife
  - [Main Idea and Supporting Details - Reading & Literacy ...](#)
- Vimeo by TC Reading and Writing Project (vimeo.com)
  - [Whole Class Instruction: Teaching Students to Organize Information Texts to Support a Claim \(5-8\)](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<b>A.W.6.3</b> With guidance and support, write about events or personal experiences.		<b>A.W.6.3.a</b> Write a narrative about a real or imagined experience, introducing the experience and including two or more events. <b>A.W.6.3.b</b> Not applicable <b>A.W.6.3.c</b> Use words that establish the time frame. <b>A.W.6.3.d</b> Use words that convey specific details about the experience or event.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.6.3.a</b> (A) Write a narrative about a real or imagined experience, introducing the experience and including two or more events.	<b>A.W.6.3.a</b> (B) Illustrate a narrative about a real or imagined experience, introducing the experience and including two or more events	<b>A.W.6.3.a</b> (C) Identify one event from an experience.	
<b>A.W.6.3.c</b> (A) Use words that establish the time frame.	<b>A.W.6.3.c</b> (B) Use a word that establishes the time frame.	<b>A.W.6.3.c</b> (C) Recognize a word that establishes the time frame.	
<b>A.W.6.3.d</b> (A) Use words that convey specific details about the experience or event.	<b>A.W.6.3.d</b> (B) Use a word that conveys specific details about the experience or event.	<b>A.W.6.3.d</b> (C) Use a word that conveys a specific detail about the experience or event.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Retell events in the order of when they occurred.</li> <li>• Write in their journal.</li> <li>• Write about important events in their life.</li> <li>• Convey information accurately.</li> <li>• Understand and use formatting, graphics, and multimedia.</li> <li>• Provide an effective conclusion.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Audience</li> <li>• Characters</li> <li>• Concrete</li> <li>• Descriptive language</li> <li>• Dialogue</li> <li>• Events</li> <li>• Narrator</li> <li>• Plot</li> <li>• Point of view</li> <li>• Resolution</li> <li>• Sensory details</li> <li>• Sequence</li> <li>• Setting</li> <li>• Transitions/story connectors</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Cult of Pedagogy (cultofpedagogy.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">A Step-by-Step Plan for Teaching Narrative Writing</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Story Sequence](#)
- Literacy Ideas for Teachers and Students (literacyideas.com)
  - [Sequencing events in reading and writing: A complete guide for students and teachers.](#)
- Mrs. Winter's Bliss : Ideas and Resources to Help you Teach with Bliss! (mrs winters bliss.com)
  - [Teaching Story Retell and Sequence Writing](#)
- Edutopia ([www.edutopia.org](http://www.edutopia.org))
  - [Teach Using the Lived Experiences of Your Students](#)
- Center for Teaching Vanderbilt University (cft.vanderbilt.edu)
  - [Teaching outside the Classroom](#)
- Read Write Think (readwritethink.org)
  - [Strategy Guide: Making Connections](#)
- Education.com (education.com)
  - [W.6.3.A Worksheets, Workbooks, Lesson Plans, and Games](#)
  - [W.6.3.B Worksheets, Workbooks, Lesson Plans, and Games](#)
  - [W.6.3.D Worksheets, Workbooks, Lesson Plans, and Games](#)
- Better Lesson (betterlesson.com)
  - [Applying the Slow Motion Techniques in Writing](#)
  - [Hi. My name is Amy, and I am Going to Tell You a Story About](#)
  - [Change is Good](#)
- Goalbook Pathways (goalbookapp.com)
  - [Narrative Writing](#)
- **Activities**
  - Have the class visit a site that is familiar to the instructor but new to the students. The teacher plans an activity that leads the students to uncover an intended outcome. Have the students write about the site and outcomes.
  - Have the class spend a significant amount of time in a place, investigating either a specific subject or several subjects tied to the place. This could include visiting important historical sites and place-based experiences for writing inspiration. Have the students write about their experiences at the place.
  - Have students write about a personal experience (e.g., Go to movies), writing about oneself (me) and friends (JT and K), and including multiple events (go in car. By popcorn [popcorn]. sit fnt [front]).
  - After reading and discussing a non-fiction text, write about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), and the actions (got on ships, threw tea in harbor).
  - Have students write about a personal experience (e.g., make bns [brownies]), writing about himself (me) and mom (mom), and including two events (cook. eat.).

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), and the actions (got on ships, threw tea in harbor).
- After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.).
- **Videos**
  - YouTube by Teaching Without Frills
    - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 1: What is it?](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 2: Brainstorming](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 3: Planning](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 4: Writing an Introduction](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 5: Events](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 6: Writing a Closing](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 7: Revising](#)
  - YouTube by Teaching Independent Learners
    - [Story Elements: Events](#)
  - YouTube by Bonnacarrere
    - [How to Write a Personal Experience Story](#)
  - YouTube by McGraw Hill PreK-12
    - [How to Introduce Students to Identifying Major Events in a Sequence](#)
  - YouTube by The Balanced Literacy Diet
    - [Stretching Out a Small Moment: Adding Details to Writing](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.6.4 With guidance and support, produce writing that is appropriate for the task, purpose, or audience.		A.W.6.4.a With guidance and support, produce writing that is appropriate for the task, purpose, or audience.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.6.4.a (A) With guidance and support, produce writing that is appropriate for the task, purpose, or audience.	A.W.6.4.a (B) With guidance and support, match writing that is appropriate for the task, purpose, or audience.	A.W.6.4.a (C) With guidance and support, match writing that is appropriate for the task, purpose, or audience.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Organize thoughts on paper.</li> <li>Write in a journal.</li> <li>Write in their own words.</li> <li>Identify and understand the writing task.</li> <li>Identify and understand the writing purpose.</li> <li>Determine and address the audience appropriately.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Audience</li> <li>Match</li> <li>Organization</li> <li>Purpose</li> <li>Style</li> <li>Task</li> <li>Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Institute of Educational Sciences - National Center for Education Evaluation and Regional Assistance (ies.ed.gov/ncee)                             <ul style="list-style-type: none"> <li><a href="#">Teaching Elementary School Students to Be Effective Writers</a></li> </ul> </li> <li>Study.com (study.com)                             <ul style="list-style-type: none"> <li><a href="#">Choosing How to Organize Your Writing: Task, Purpose &amp; Audience</a></li> </ul> </li> <li>Keys to Literacy (keystoliteracy.com)                             <ul style="list-style-type: none"> <li><a href="#">Task, Audience, And Purpose When Writing</a></li> </ul> </li> <li>Edutopia (Edutopia.org)                             <ul style="list-style-type: none"> <li><a href="#">Common Core in Action: Writing for an Audience</a></li> </ul> </li> <li>Goalbook Pathways (goalbookap.com)                             <ul style="list-style-type: none"> <li><a href="#">Task, Purpose, and Audience</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">Write in the Style of “Mother to Son”</a></li> <li><a href="#">Life a Line</a></li> </ul> </li> <li>Education.com (education.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- [W.6.4 Worksheets, Workbooks, Lesson Plans, and Games](#)

- **Activities**

- Have students write a short research report stating the topic and providing supporting information as required by the assignment.
- Have students write the schedule for the day, write an e-mail to Mom and Dad about something needed for school, and/or write a note to a friend.
- Following the reading of a text with a predictable structure and content (e.g., Yo Yes), create new text following the structure and content (e.g., Play ball? Okay).
- Have the student use a letter-writing rubric or set of reminders to write a thank you note.
- Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.

- **Videos**

- YouTube by Bek Galloway
  - [Identify Purpose and Audience](#)
- YouTube by CHS Eagles English
  - [Writing Task, Purpose, and Audience](#)
- YouTube by Teaching Without Frills
  - [How to Write for Your Audience \\_ Writing Video for Kids](#)
- YouTube by The Study.com Video Team
  - [Choosing How to Organize Your Writing, Task, Purpose and Audience](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.6.5 With guidance and support from adults and peers, plan before writing and revise own writing.		A.W.6.5.a With guidance and support from adults and peers, plan before writing and revise own writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.6.5.a (A) With guidance and support from adults and peers, plan before writing and revise own writing.	A.W.6.5.a (B) With guidance and support from adults and peers, plan before writing.	A.W.6.5.a (C) With guidance and support from adults and peers, revise a writing.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Revise a draft of a story that they have written.</li> <li>Create an outline for a writing assignment.</li> <li>Ask someone to proofread their writing.</li> <li>Understand and use multiple writing approaches.</li> <li>Understand and use revision techniques.</li> <li>Take and give writing guidance.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Adult</li> <li>Correct</li> <li>Edit</li> <li>Peer</li> <li>Plan</li> <li>Revise</li> <li>Rewrite</li> <li>Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Edutopia (Edutopia.org)                             <ul style="list-style-type: none"> <li><a href="#">4 Strategies for Teaching Students How to Revise</a></li> </ul> </li> <li>Institute of Educational Sciences - National Center for Education Evaluation and Regional Assistance (ies.ed.gov/ncee)                             <ul style="list-style-type: none"> <li><a href="#">Teaching Elementary School Students to Be Effective Writers – Writing Process</a></li> </ul> </li> <li>Read Write Think (readwritethink.org)                             <ul style="list-style-type: none"> <li><a href="#">Strategy Guide – Implementing the Writing Process</a></li> </ul> </li> <li>Learning at the Primary Pond (learningattheprimarypond.com)                             <ul style="list-style-type: none"> <li><a href="#">5 Effective Strategies for Teaching K-2 Students to Edit Their Writing</a></li> </ul> </li> <li>Education.com (education.com)                             <ul style="list-style-type: none"> <li><a href="#">W.6.5 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">Memory map</a></li> <li><a href="#">Begin with a Bang!</a></li> <li><a href="#">Using Sentence Stems to Spawn Stories</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Nearpod [requires a free account](nearpod.com)
  - [Resource Library for Mississippi Standard W.6.8](#)
- **Activities**
  - After working with the teacher to brainstorm ideas for writing, have the student use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.
  - After working with the teacher to brainstorm ideas for writing, the ideas are then entered in a word bank for the student to use when writing and add more information to own writing after sharing and getting suggestions from peers.
  - After working with peers to brainstorm ideas for writing with the information in graphic organizer software, have the student use the software to transform the organizer into an outline and add to the ideas in the outline.
  - After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.
  - Have the student work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.
  - Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.
- **Videos**
  - YouTube by Teaching Without Frills
    - [Editing Your Writing for Kids – Video for Elementary Students](#)
  - YouTube by TenMarks Amazon
    - [Tips for Revising Writing](#)
  - Reading Rockets (readingrockets.org)
    - [Revision – Instructional Strategies and Videos](#)
  - YouTube by Steve Reifman
    - [Teaching Kids About Revising \(Writing Workshop Lesson\)](#)
  - YouTube by The Balanced Literacy Diet
    - [Teaching Transition Words – Classroom Strategies – Reading](#)
    - [Descriptive Writing – Classroom Strategies | Reading Rockets](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
<b>A.W.6.6</b> With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.		<b>A.W.6.6.a</b> With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.6.6.a (A)</b> With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.	<b>A.W.6.6.a (B)</b> With guidance and support, use technology, including the internet, to produce writing.	<b>A.W.6.6.a (C)</b> With guidance and support, use technology, including the internet, to illustrate a writing.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explore tools for drawing, writing, and self-expression.</li> <li>• Do homework on a computer.</li> <li>• Use Google Docs for group writing.</li> <li>• Enhance or emphasize text when writing (e.g., fonts, bold, italicized).</li> <li>• Spell-check a document.</li> <li>• Insert clipart into documents.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Board marker</li> <li>• Collaborate</li> <li>• Desktop</li> <li>• Interact</li> <li>• Internet</li> <li>• iPad</li> <li>• Keyboarding</li> <li>• Laptop</li> <li>• Medium</li> <li>• Publish</li> <li>• Smart television</li> <li>• Tablet</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting (Lessons).</a></li> </ul> </li> <li>▪ Education.com (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.6 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</a></li> <li>▪ <a href="#">Day 'O' Reflection</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.6. Lesson Plans and Templates</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Tutorified (tutorified.com)
  - [W.6.6. Worksheet Typing and Publishing](#)
- Edutopia (3dutopia.org)
  - [The Common Core and Digital Skills Development](#)
- LD Online (ldonline.org)
  - [Reviewing: Making Changes in Writing with Technology](#)
- **Activities**
  - Have the student work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
  - In a science lesson, after visiting a topically relevant website, have the student use a talking word processor to draft notes, and then share what was learned with peers.
  - Select images from the internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates.
  - Have the student use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
  - Create a prewriting web, a method of gathering and organizing thoughts. A topic is written in the center of a piece of paper or a chalk board, and rays are drawn out from it to details and evidence that support the central topic. Students may use this strategy to find information on the internet, organize thoughts and details, sequence a story, or outline parts of a story before composition begins.
  - Have students work together to find a scene on the internet to write about. Then have them close their eyes and visualize being there. The have the students use technology working together to produce writing about the scene.
  - Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
  - In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting \(Videos\).](#)
  - YouTube by Cambridge English
    - [Teach with digital – using digital tools to improve writing](#)
  - YouTube by GreggU
    - [Using Technology for Collaboration in Writing](#)
  - YouTube by Smile and Learn

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- [Responsible Use of Technology for Kids](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.6.7 With guidance and support, conduct short research projects to answer a question.		A.W.6.7.a With guidance and support, conduct short research projects to answer a question.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.6.7.a (A) With guidance and support, conduct short research projects to answer a question.	A.W.6.7.a (B) With guidance and support, explore research projects to answer a question.	A.W.6.7.a (C) With guidance and support, conduct short research projects.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Research information about a topic of interest.</li> <li>• Translate what is learned into text.</li> <li>• Look up resources for a research project.</li> <li>• Learn how to use research tools.</li> <li>• Develop an inquiry question.</li> <li>• Conduct research drawing on several sources</li> <li>• Cite a variety of sources.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Internet search</li> <li>• Inquiry</li> <li>• Investigation</li> <li>• Key words</li> <li>• Library</li> <li>• Project</li> <li>• Question</li> <li>• Research</li> <li>• Site source</li> <li>• Synthesize</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Beyond the Penguins and Polar Bears – Ohio State University – College of Education and Human Ecology (beyondpenguins.ehe.osu.edu)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Questioning Techniques: Research-Based Strategies for Teachers</a></li> </ul> </li> <li>▪ Clutter-Free Classroom (jodidurgin.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">How to Teach Research Skills to Elementary Students</a></li> </ul> </li> <li>▪ Common Sense Education (commonsense.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Conducting a Short Research Project</a></li> </ul> </li> <li>▪ Goalbook Toolkit (goalbookapp.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Conduct Short Research Projects</a></li> </ul> </li> <li>▪ English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6 Research Skills Worksheets (W.6.7)</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Intro to Research</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Education.com (education.com)
  - [W.6.7 Worksheets, Workbooks, Lesson Plans, and Games](#)
- **Activities**
  - Conduct research using the internet to gather information from several sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads multiple websites to identify the information before writing the answer.).
  - Use sticky notes to mark pages in several books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.
  - Research two texts provided by the teacher to answer questions on an assigned topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students two texts that have the answers in it. Students read the texts to find the answers.).
  - Have the student select the topic of the research project and choose words or ideas to include.
  - Given a text displayed on an interactive whiteboard, have the student work with a peer to identify one piece of information to include in a group research project.
  - Allow the student to select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned.
  - Given a premade set-up by the teacher on an alternative keyboard or onscreen keyboard, all the student to select words and pictures to add to a shared research and writing project.
  - Given screen reading software that reads the text on a webpage, have the student work with peers to identify information to include in a group research project
- **Videos**
  - YouTube by OSLIS Elementary Videos
    - [Choosing a Topic & Developing a Research Question](#)
  - YouTube by Teaching Without Frills
    - [How to Write a Research Paper for Kids | Episodes 1 – 5 Playlist](#)
  - YouTube by The EdTech Show with Dan Spada
    - [Teaching Students How to Research](#)
  - YouTube by Siraj Raval
    - [How to Write a Research Paper](#)
  - YouTube by Steely Library NKU
    - [Developing a Research Question](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.6.8 Gather information from multiple print and digital sources that relates to a given topic.		A.W.6.8.a Gather information from multiple print and digital sources that relates to a given topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.6.8.a (A) Gather information from multiple print and digital sources that relates to a given topic.	A.W.6.8.a (B) Gather information from multiple print sources that relates to a given topic.	A.W.6.8.a (C) Gather information from a print source that relates to a given topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Write a book report.</li><li>• Use the internet to find information.</li><li>• Understand that information can found in a variety of resources.</li><li>• Assess relevance of information.</li><li>• Assess credibility of sources.</li><li>• Locate information from print and digital sources.</li><li>• Paraphrase correctly.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Bibliography</li><li>• Credible</li><li>• Digital source</li><li>• Gather</li><li>• Paraphrase</li><li>• Print</li><li>• Quote</li><li>• Research</li><li>• Source</li><li>• Summarize</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.6.8 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ English Worksheets Land (englishworksheetsland.com)<ul style="list-style-type: none"><li>▪ <a href="#">Grade 6 Paraphrasing and Quotes Worksheets (W.6.8)</a></li></ul></li><li>▪ Reading Rockets (readingrockets.org)<ul style="list-style-type: none"><li>▪ <a href="#">The New Literacies</a></li></ul></li><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">Greatest Hits on Your Birthday</a></li><li>▪ <a href="#">W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</a></li></ul></li><li>▪ Goalbook Pathways (goalbook.app.com)<ul style="list-style-type: none"><li>▪ <a href="#">Gather and Quote Information</a></li></ul></li></ul></li></ul>			

- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [W.6.8. Lesson Plans and Templates](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources \(Lessons\).](#)
- **Activities**
  - Given a passage projected on an interactive whiteboard, have the student highlight portions that provide information about the topic and write notes on the information they provide.
  - Given a book, have the student mark informative quotes with sticky notes and write notes on the information they provide.
  - After engaging in shared or guided reading of a text about a given topic, have the student identify quotes that did and did not come from the text.
  - Have students recall information from a science project and gather information about the project by watching video clips then combine information from both in writing.
  - Give students a list of terms. Have students to sort the terms according to categories provided by the teacher. Concept sorts can be used to teach students words about shapes, telling time, etc.
  - Have the student use a single message voice output device during shared reading to say, “That’s one” when the teacher reads words related to the given topic, and the teacher adds the words to a book chart, reading them aloud as the student observes and listens.
  - During shared reading, given a list of words (some of which are included in the text), have the student identify those that are relevant.
  - Provide students with the cards you have developed. Tell them that their task is to put the cards in sequential order. For instance, middle school students may be asked to order cards that display the steps of the scientific method. Students manipulate the cards to place them in order. If students are working independently, encourage them to think on their own and then allow them the opportunity to check their work with a neighbor. The conversations that occur as students consider the order will contribute to students’ understanding of the content. Alternatively, if the class is working as a whole, distribute cards so that each individual receives one card. Then ask students to line up in order across the front of the classroom. Students will need to talk with one another as they find their places. Encourage students to look at their notes, text, or the internet to confirm the sequences they created. Debrief with students about the content and the process. Which events did they find easiest to sequence? Why? Why is sequencing information important? How did this strategy help them build a better understanding of the content? Was it helpful to talk with peers? Were their notes useful?
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources \(Videos\).](#)
  - YouTube by [jbsed1](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- [Gathering sources for Research](#)
- YouTube by Reading Rockets
  - [Concept Sort](#)
- YouTube by Kids Academy
  - [Sort the Same Group Tow Different Ways](#)
- YouTube by eHowEducation
  - [How to Categorize & Classify Activities for Kids](#)
- YouTube by Lori Adamo
  - [Collect and Organize Data \(Video 1\)](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<p><b>A.W.6.9</b> With guidance and support, use information from literary and informational text to support writing.</p>		<p><b>A.W.6.9.a</b> Apply <i>MS AAAS of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”).</p> <p><b>A.W.6.9.b</b> Apply <i>MS AAAS of Grade 6 Reading Standards</i> to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence”).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.6.9.a (A)</b> Apply <i>MS AAAS of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text”).</p>	<p><b>A.W.6.9.a (B)</b> Compare a text version of a story with an audio or video version of the text.</p>	<p><b>A.W.6.9.a (C)</b> Compare a text version of a story with a video version of the text.</p>	
<p><b>A.W.6.9.b (A)</b> Apply <i>MS AAAS of Grade 6 Reading Standards</i> to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence”).</p>	<p><b>A.W.6.9.b (B)</b> Identify an argument by logically organizing the claims or supporting reasons.</p>	<p><b>A.W.6.9.b (C)</b> Identify an argument.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Gather information on a favorite topic.</li> <li>• Make a list of their favorite books.</li> <li>• Find a book in the library.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Audio</li> <li>• Claim</li> <li>• Compare</li> <li>• Informational text</li> <li>• Live</li> <li>• Story</li> <li>• Video</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ PBS Learning Media (<a href="http://mpb.pbslearningmedia.org">mpb.pbslearningmedia.org</a>)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (Lessons)</a>.</li> </ul> </li> <li>▪ Education.com [requires a free account] (<a href="http://education.com">education.com</a>)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.9 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (<a href="http://engageny.org">engageny.org</a>)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.9 Curriculum Documents</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Tutorified ([tutorified.com](http://tutorified.com))
  - [W.6.9.A Worksheet Understanding Literature](#)
  - [W.6.9.B Worksheet Literacy Nonfiction](#)
- English Worksheets Land ([englishworksheetsland.com](http://englishworksheetsland.com))
  - [Grade 6 Understanding Literature \(W.6.9.A\)](#)
  - [Grade 6 Understanding Literary Nonfiction \(W.6.9.b\)](#)
- Study.com ([study.com](http://study.com))
  - [How to Compare & Contrast Literary Mediums](#)
  - [Comparing Techniques Used in Different Literary Mediums](#)
- Wisewire.com
  - [Grade 6 Playlist: Compare and Contrast the Experience of Reading to Listening or Viewing](#)
- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [Lesson: Animal Emotions in Literature](#)
  - [W 6.9 Lesson Plan Templates](#)
- Better Lesson ([betterlesson.com](http://betterlesson.com))
  - [KWL Extra Credit](#)
  - [Creative Letter, End to Unit](#)
- **Activities**
  - After reading a book and watching a video version of the same story, have the student write to describe what they like and did not like about the different presentations (e.g., like pictures in book, like to watch movies).
  - After reading two versions of the Cinderella story, have the student complete a same/different chart, listing similarities and differences in the two sources.
  - After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.
  - Working with the teacher, have the student highlight words in the text that show how two characters are the same and different, and then have the student use the highlighted word to write about the characters.
  - After listening to or reading a familiar text, have the student use a ready-made set-up in multimedia software to identify words from the text that relate to the setting and write about how it compares to their own community.
  - After reading to identify the evidence an author provides, have the student write about the evidence in support of own opinion about the topic.
  - After participating in shared reading of a book about healthy eating, use a preprogrammed voice output device to contribute ideas to the group writing project.

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Using an article from the newspaper, have the student write the words or phrase that stated a claim and what makes them reasonable (e.g., Young children should not be left home alone. - Not safe. Scary. Homework help.).
- Have the student write a claim found in a website ad and list reasons it is exaggerated.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research \(Videos\)](#).
  - YouTube by Khan Academy
    - [Looking back at the text for evidence](#)
  - YouTube by Bloom Edu
    - [Textual Evidence](#)
  - YouTube by NAEYC Training
    - [Making the Most of informational Text in the Classroom with PBS KIDS](#)
  - YouTube by Katherine Heiles
    - [Using Text Evidence](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

Standard		Performance Objectives	
<b>A.W.6.10</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		<b>A.W.6.10.a</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.6.10.a (A)</b> With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	<b>A.W.6.10.a (B)</b> With guidance and support, write routinely for a variety of tasks.	<b>A.W.6.10.a (C)</b> With guidance and support, write routinely.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Write name and date in classroom journal each day.</li> <li>• Make a list of supplies.</li> <li>• Identify and understand a task.</li> <li>• Identify and understand the audience</li> <li>• Compose a variety of text types.</li> <li>• Communicate information effectively.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Audience</li> <li>• Editing</li> <li>• Journal</li> <li>• Purpose</li> <li>• Reflection</li> <li>• Revision</li> <li>• Rough draft</li> <li>• Summary</li> <li>• Task</li> <li>• Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.10 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ English Worksheets Land (Englishworksheetsland.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 6 Writing for Purpose and Specific Audiences (W.6.10)</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</a></li> <li>▪ <a href="#">Life a Line</a></li> <li>▪ <a href="#">So, This is Middle School</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.10 Worksheet Writing for a Purpose and Audience</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.6.10. Lesson Plans and Templates</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

- [W.6.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences. \(Lessons\).](#)

- **Activities**

- Have students write about the texts they read. They can write about their personal reactions, analyses, interpretations, arguments, summaries, notes, questions, etc. Have them write short stories, autobiographies, poems, blogs, etc. The more they write the better.
- Have students copy your words and language. Use the question to answer it. Highlight your use of academic language and vocabulary. Have students work with a partner to explain their thinking in response to a journal problem.
- Incorporate writing to learn in the classroom. Teachers include writing to learn primarily as an instructional tool to promote learning. The goal in writing to learn is not to produce a formal composition; usually, writing to learn is an informal, single-draft writing. The goals are to use this writing to deepen the student's understanding of subjects studied; to engage students in thinking, applying/extending knowledge and developing skills; and to help students reflect on themselves as learners.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.6.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences. \(Videos\).](#)
- YouTube by Teaching Without Frills
  - [How to Write for Your Audience – Writing Video for Kids](#)
- YouTube by CHS Eagles English
  - [Writing: Task, Purpose, and Audience](#)
- YouTube by Learn English with Emma
  - [My Top 5 Writing Tips \(for all levels\)](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.6.1 Engage in collaborative discussions.		<p>A.SL.6.1.a Come to discussions prepared to share information.</p> <p>A.SL.6.1.b Follow simple, agreed-upon rules for discussions and contribute information.</p> <p>A.SL.6.1.c Ask and answer questions specific to the topic, text, or issue under discussion.</p> <p>A.SL.6.1.d Restate key ideas expressed in the discussion.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.6.1.a (A) Come to discussions prepared to share information.	A.SL.6.1.a (B) Pose and respond to specific questions in a discussion.	A.SL.6.1.a (C) Respond to specific questions in a discussion.	
A.SL.6.1.b (A) Follow simple, agreed-upon rules for discussions and contribute information.	A.SL.6.1.b (B) Contribute to classroom discussions.	A.SL.6.1.b (C) Add prepared information to a discussion.	
A.SL.6.1.c (A) Ask and answer questions specific to the topic, text, or issue under discussion.	A.SL.6.1.c (B) Answer questions about the topic under discussion.	A.SL.6.1.c (C) Answer questions during a discussion using preprogrammed or practiced responses.	
A.SL.6.1.d (A) Restate key ideas expressed in the discussion.	A.SL.6.1.d (B) Identify key ideas expressed in the discussion.	A.SL.6.1.d (C) Identify a key issue after the discussion.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Classroom discussions.</li> <li>• Discussions with family and friends.</li> <li>• Recalling information learned during a discussion.</li> <li>• Asking questions as part of a discussion.</li> <li>• Answering questions when asked as part of a discussion.</li> <li>• Communicating with others at social gatherings.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Answer</li> <li>• Ask</li> <li>• Collaborate</li> <li>• Communicate</li> <li>• Discuss</li> <li>• Engage</li> <li>• Recall</li> <li>• Repeat</li> <li>• Restate</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Edutopia (edutopia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Your Students How to Have a Conversation</a></li> </ul> </li> <li>▪ The Autism Helper (theautismhelper.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Conversation Skills</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- We Are Teachers (weareteachers.com)
  - [13 Strategies to Improve Student Classroom Discussions](#)
- **Activities**
  - Practice conversations with classmates or supportive adults in the school building.
  - Ask students to answer questions when asked about a vacation or other personal experience.
  - Probe for more details during a classroom discussion.
  - Teachers organize students' and classroom topics to encourage a high degree of classroom participation and assist students in developing a conceptual understanding of a topic using the Think-Pair-Share technique.
    - Think: Teacher begins by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).
    - Pair: Each student should be paired with another student. Teacher may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).
    - Share: Once partners have had ample time to share their thoughts and have a discussion, teacher expands the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.
- **Videos**
  - YouTube by Susan Jones Teaching
    - [Speaking and Listening Skills](#)
  - YouTube by FCPS ISD Language Arts
    - [Focus Lesson on Talk Moves](#)
  - YouTube by Edutopia
    - [Encouraging Academic Conversations with Talk Moves](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.6.2</b> Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.		<b>A.SL.6.2.a</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text. <b>A.SL.6.2.b</b> Describe information that relates to a current topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.6.2.a (A)</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.	<b>A.SL.6.2.a (B)</b> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.	<b>A.SL.6.2.a (C)</b> Match a missing element to the appropriate oral, visual, or multimodal display.	
<b>A.SL.6.2.b (A)</b> Describe information that relates to a current topic.	<b>A.SL.6.2.b (B)</b> Select information that relates to a current topic.	<b>A.SL.6.2.b (C)</b> Repeat information that relates to a current topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Following oral or written directions.</li> <li>• Recalling details of a story told by a classmate.</li> <li>• Making decisions based on signs.</li> <li>• Answering questions about a story or other information that is read aloud.</li> <li>• Determining the change in the temperature.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Detail</li> <li>• Information</li> <li>• Orally</li> <li>• Presentation</li> <li>• Topic</li> <li>• Visually</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Prodigy (prodigygame.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Media Literacy</a></li> </ul> </li> <li>▪ Media Smarts (mediasmarts.ca)               <ul style="list-style-type: none"> <li>▪ <a href="#">Media Literacy Fundamentals</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Provide students with opportunities to explore different types of media.</li> <li>▪ Ask recall questions following the presentation of information through different types of media.</li> <li>▪ Share recordings and have students ask and answer questions about what they heard.</li> <li>▪ Interpreting information presented in diverse media and formats requires explicit instruction on how to interpret. Most students need this skill modeled multiple times to work in groups and then finally to interpret independently. Information is often presented visually</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

using charts, tables, or graphs. Charts may show the structure of something, a certain process, or common items in one category. Tables usually list data in a specific order. Graphs are visual illustrations of data for specific purposes:

- Line graphs - to see changes or trends
- Bar graphs - to make comparisons
- Circle graphs - to show relationships
- Questions for modeling to provide explicit instruction on how to interpret information.
  - What is the title of the chart, table, or graph?
  - What is the purpose of this chart, table, or graph?
  - What do the labels/headings tell you?
  - What key information does the data provide?
  - What is your main conclusion about this data?
  - How were you able to interpret this chart, table, or graph?
- When shown several illustrations from an informational text, have the student identify one that relates to the topic being discussed.
- Given a choice of three words, have the student select the appropriate word to complete a sentence a teacher reads from a familiar text.
- Given a picture of a leaf from a plant, have the student identify the photo from which the leaf is missing.
- **Videos**
  - YouTube by Teaching Without Frills
    - [Asking and Answering Questions](#)
  - YouTube by Education Galaxy
    - [Reading - Ask and Answer Questions](#)
  - YouTube by Reading Horizons
    - [How to Modify Reading Instruction to Meet the needs of Students in Special Education](#)

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Standard		Performance Objectives	
A.SL.6.3 Identify the reasons and evidence supporting the claims made by the speaker.		A.SL.6.3.a Identify the argument or claim a speaker makes and the points that support it.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.6.3.a (A) Identify the argument or claim a speaker makes and the points that support it.	A.SL.6.3.a (B) Identify points that the speaker makes to support an argument or claim.	A.SL.6.3.a (C) Identify the main point a speaker makes.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Recalling details of a story told by a classmate.</li> <li>Defending an argument from a speaker's point of view based on evidence.</li> <li>Answering questions about a story or other information that is read by another person.</li> <li>Form opinions based on what others say.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Answer</li> <li>Claims</li> <li>Defend</li> <li>Describe</li> <li>Evidence</li> <li>Identify</li> <li>Opinion</li> <li>Point</li> <li>Reason</li> <li>Recall</li> <li>Recognize</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Speech and Language Kids (speechandlanguagekids.com)               <ul style="list-style-type: none"> <li><a href="#">Helping Children to Identify Main Ideas and Supporting Details When Reading</a></li> </ul> </li> <li>Learning Liftoff (learningliftoff.com)               <ul style="list-style-type: none"> <li><a href="#">7 Strategies to Help Students Remember What They Learn</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Before a student can describe a speaker's argument, they need to be taught or reminded how to listen. The following acronym can be used to help students to become active listeners. This needs to be modeled and practiced multiple times.               <ul style="list-style-type: none"> <li>S - Sit Up</li> <li>L - Lean In</li> <li>A - Activate Your Thinking</li> <li>N - Note Important Information (what does that look like?)</li> <li>T - Track the Speaker (what do I do if I lose track?)</li> </ul> </li> <li>Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas.               <ul style="list-style-type: none"> <li>What is the speaker's goal? Is it to educate, to motivate, to persuade, or to entertain?</li> </ul> </li> </ul> </li> </ul>			

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- What is the claim made by the speaker's argument?
- Was the claim supported by reasons and evidence?
- Why is this person delivering this speech? Are they the right person?
- Provide students with opportunities to listen to various speakers and recall details.
- Ask questions about supporting details after hearing a speaker.
- Share videos of speakers and have students identify supporting details.
- Have students create or share stories with each other and listen for supporting details.
- **Videos**
  - YouTube by Teaching Without Frills
    - [Asking and Answering Questions](#)
  - YouTube by Education Galaxy
    - [Reading - Ask and Answer Questions](#)
  - YouTube by EasyTeaching
    - [Main Idea, Summarizing and Reading Strategies](#)
  - YouTube by Time Management and Productivity
    - [What is Memory Recall](#)

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Standard		Performance Objectives	
A.SL.6.4 Present findings on a topic including descriptions, facts, or details.		A.SL.6.4.a Describe the details of a given topic. A.SL.6.4.b Use facts to present a given topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.6.4.a (A) Present findings including descriptions or details related to a topic.	A.SL.6.4.a (B) Indicate a detail from a presentation on a selected topic.	A.SL.6.4.a (C) Select a detail from a given topic.	
A.SL.6.4.b (A) Use facts to present on a given topic.	A.SL.6.4.b (B) Include at least one fact when presenting a given topic.	A.SL.6.4.b (C) Restate a fact from a presentation on a given topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Restating the plot of a favorite show or movie.</li> <li>Including important details when relaying information.</li> <li>Differentiating between fact and opinion.</li> <li>Sharing information learned on the news.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Describe</li> <li>Detail</li> <li>Fact</li> <li>Opinion</li> <li>Present</li> <li>Relay</li> <li>Restate</li> <li>Share</li> <li>Tell</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>ReadWriteThink (readwritethink.org)                             <ul style="list-style-type: none"> <li><a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>Common Sense Education (commonsense.org)                             <ul style="list-style-type: none"> <li><a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> <li>What I Have Learned (whatihavelearnedteaching.com)                             <ul style="list-style-type: none"> <li><a href="#">7 Ways to Introduce Opinion Writing To Elementary Students</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Have students present using multimedia presentation software or aloud in classroom.</li> <li>Retell a fairy tale or nursery rhyme from childhood using as many facts as they can remember.</li> <li>Ask students to describe their favorite movie or television episode.</li> <li>Have students watch a brief news program and recall as many details as possible.</li> </ul> </li> </ul>			

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- **Videos**

- YouTube by Groobles Media
  - [How to Prepare Your Oral Presentation](#)
- YouTube by Wanna Know
  - [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
  - [How to Make a Video: Film and Edit Tips for Kids](#)

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Standard		Performance Objectives	
<b>A.SL.6.5</b> Select an auditory, visual, or tactual display to clarify the information in presentations.		<b>A.SL.6.5.a</b> Present using auditory representations to clarify information. <b>A.SL.6.5.b</b> Present using visual representations to clarify information. <b>A.SL.6.5.c</b> Present using tactual representations to clarify information.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.6.5.a (A)</b> Present using auditory representations to clarify information.	<b>A.SL.6.5.a (B)</b> Present using at least one auditory representation to clarify information.	<b>A.SL.6.5.a (C)</b> Identify an auditory representation in a presentation.	
<b>A.SL.6.5.b (A)</b> Present using visual representations to clarify information.	<b>A.SL.6.5.b (B)</b> Present using at least one visual representation to clarify information.	<b>A.SL.6.5.b (C)</b> Identify a visual representation in a presentation.	
<b>A.SL.6.5.c (A)</b> Present using tactual representations to clarify information.	<b>A.SL.6.5.c (B)</b> Present using at least one tactual representation to clarify information.	<b>A.SL.6.5.c (C)</b> Identify a tactual representation in a presentation.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Choosing a song that represents a topic being presented.</li> <li>• Matching pictures of details from relevant information.</li> <li>• Locating an object that helps describe information in a presentation.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Auditory</li> <li>• Detail</li> <li>• Hear</li> <li>• Information</li> <li>• Listen</li> <li>• Present</li> <li>• See</li> <li>• Tactual</li> <li>• Touch</li> <li>• Visual</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Visual Imagery</a></li> </ul> </li> <li>▪ Edutopia (Edutopia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Brain Movies: When Readers Can Picture It, They Understand It</a></li> </ul> </li> <li>▪ Florida Center for Instructional Technology (fcit.usf.edu)               <ul style="list-style-type: none"> <li>▪ <a href="#">Multimedia in the Classroom</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Plan - Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>▪ Teach Thought (teachthought.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">5 Teacher Tips for Better Presentations in the Classroom</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			

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CONCEPT: Presentation of Knowledge and Ideas

- Multimedia is the integration of text, graphics, animation, sound, and/or video. Students should have a variety of presentation tools that they feel comfortable with when asked to present information. These tools include but are not limited to:
  - [Google Docs](#) – Create and edit documents online for free.
  - [Google Slides](#) - Create and edit presentations online for free.
  - [Green Screen by Do Ink](#) - Easy to create incredible green screen videos and photos. Classroom-tested by kids and teachers.
- Have students sing or choose a song that represents a topic being presented.
- Have students bring pictures of objects that represent personal experiences to share and discuss with classmates.
- Have students locate common objects and ask students what experiences they envision when they see them.
- In a presentation about different types of trees, have students make a drawing that shows the similar parts of all trees.
- Have students create a playlist of music to enhance and clarify the information in a presentation.
- Have students select from a gallery, a display to use in a presentation that shows different foods derived from corn.
- Have students select illustrations or photos that show the parts of plants and clearly differentiate each part from the others.
- **Videos**
  - YouTube by The Balanced Literacy Diet
    - [Visualize It!: Improving Comprehension through Visualizing Comparisons](#)
  - YouTube by Carl Kwan
    - [How To Use Your Voice Effectively When Giving a Presentation](#)
  - YouTube by Presentation Process
    - [Record a Slideshow with Narration as a Video in PowerPoint](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<p><b>A.SL.6.6</b> Use formal and informal language as appropriate to the communication partner.</p>		<p><b>A.SL.6.6.a</b> Differentiate between different types of communication partners.</p> <p><b>A.SL.6.6.b</b> Use formal and informal language as appropriate to the communication partner and situation.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.SL.6.6.a</b> (A) Differentiate between different types of communication partners.</p>	<p><b>A.SL.6.6.a</b> (B) Recognize different types of communication partners.</p>	<p><b>A.SL.6.6.a</b> (C) Select a communication partner.</p>	
<p><b>A.SL.6.6.b</b> (A) Use formal and informal language as appropriate to the communication partner and situation.</p>	<p><b>A.SL.6.6.b</b> (B) Use formal and informal language.</p>	<p><b>A.SL.6.6.b</b> (C) Use symbolic language to communicate informally with others.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between conversations with friends and conversations with adults.</li> <li>• Communicate with friends using appropriate language.</li> <li>• Communicate with community helpers or other adults.</li> <li>• Using social cues to communicate appropriately.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Adult</li> <li>• Communication</li> <li>• Community helper</li> <li>• Decide</li> <li>• Familiar</li> <li>• Family</li> <li>• Formal</li> <li>• Friend</li> <li>• Informal</li> <li>• Language</li> <li>• Neighbor</li> <li>• Partner</li> <li>• Recognize</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ AssistiveWare (assistiveware.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Communication Partner Skills for AAC Learners</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Plan -Audience, Purpose, and Language Use in Electronic Messages</a></li> </ul> </li> <li>▪ Badger State Speechy (badgerstatespeechy.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Formal and Informal Communication</a></li> </ul> </li> <li>▪ University of Technology Sydney - UTS (uts.edu.au)           <ul style="list-style-type: none"> <li>▪ <a href="#">Formal and informal language</a></li> </ul> </li> <li>▪ OpenLearn (open.edu/openlearn)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [1.2 Formal and informal language](#)

- **Activities**

- When writing or speaking, it is important to be consistent in style and tone as well as matching the purpose for writing and speaking. For example, a casual style and tone are used for writing an e-mail to a friend. A more formal style and tone should be used when writing a report for a social studies assignment. Style refers to the choice of sentence patterns, choice of words, and the specific vocabulary. Tone refers to how words or spoken or something is written. A serious tone is used for a serious topic and a humorous tone something funny. Have students practice talking using difference styles and tones.
- Practice talking with friends.
- Practice talking with supportive adults or community helpers.
- Hold discussions around how conversations with peers and adults sound differently.
- Invite supportive adults in to practice formal conversations.
- If possible, take students to store or restaurant to practice formal conversations.

- **Videos**

- YouTube by Innoventure NMSU
  - [Innoventure Jr: Formal and Informal Communication](#)
- YouTube by PGSD Schools
  - [4th Grade - Formal vs Informal Language](#)
- YouTube by Oxford Online English
  - [How to use Formal and Informal English – English Speaking](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
<b>A.L.6.1</b> Demonstrate standard English grammar and usage when communicating.		<b>A.L.6.1.a</b> Use personal pronouns (e.g., he, she, they) correctly. <b>A.L.6.1.b</b> Use indefinite pronouns. <b>A.L.6.1.c</b> Not applicable <b>A.L.6.1.d</b> Not applicable <b>A.L.6.1.e</b> Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.L.6.1.a</b> (A) Use personal pronouns (e.g., he, she, they) correctly.	<b>A.L.6.1.a</b> (B) Use personal pronouns correctly to refer to self (e.g., I, me, and we).	<b>A.L.6.1.a</b> (C) Use <i>me</i> to refer to self.	
<b>A.L.6.1.b</b> (A) Use indefinite pronouns.	<b>A.L.6.1.b</b> (B) Choose two or more indefinite pronouns to use when referring to people.	<b>A.L.6.1.b</b> (C) Choose an indefinite pronoun to use when referring to a person.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use indefinite pronouns correctly in general statements or when a specific noun is not known.</li> <li>• Use personal pronouns correctly to refer to people, places, things, and ideas.</li> <li>• Communicate effectively with peers and adults.</li> <li>• Engage in real-life learning by participating in a research project.</li> <li>• Participate in reading circles and be able to share ideas effectively.</li> <li>• Communicate effectively with friend.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Correctly</li> <li>• Indefinite pronoun</li> <li>• Person</li> <li>• Personal pronoun</li> <li>• Self</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.1 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.1 Curriculum Documents</a></li> </ul> </li> </ul> </li> </ul>			

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- English grammar ([englishgrammar101.com](http://englishgrammar101.com))
  - [Indefinite Pronoun Agreement](#)
- Grammar Monster Free Grammar Lessons and Exercises ([grammar-monster.com](http://grammar-monster.com))
  - [What Are Indefinite Pronouns? \(with examples\)](#)
- Grammarly.com ([Grammarly.com](http://Grammarly.com))
  - [What Are Personal Pronouns?](#)
- Busy Teacher ([busyteacher.org](http://busyteacher.org))
  - [Free Personal Pronouns Worksheets](#)
- **Activities**
  - The teacher asks questions as simple as “What’s your name?” to start off with. Then have students write sentences you would like to use on the board. You can have students volunteer to answer questions, play a short game, or call on students for this section. Since the introduction may take some time and requires students to really focus, try to conduct an activity that gets them out of their chairs and moving around.
  - Introduce personal pronouns (e.g., *he, she, they, etc.*). Use two rows to list the pronouns with singular on the left and plural on the right side of the board. Once the pronouns are on the board, do some oral repetition for practice and write some sentences on the board. Be sure to have a sentence for each pronoun and ask students to tell you which word or words should be replaced.
  - Give your students several sentences that contain compound subjects and compound objects of verbs and prepositions used both correctly and incorrectly such as the ones below. Have students read each sentence omitting one of the nouns in the compound portion. If the correct pronoun is in the sentence, it should still make sense when the other part of the compound portion is omitted. If the incorrect pronoun is used, students should be able to tell from the context.
    - Me and my sister are going to the movies. (incorrect)
    - He gave the cupcakes to Jackie and me. (correct)
    - You’ll have to go through I and Adam to get to him. (incorrect)
    - Alison and I will have chemistry together next year. (correct)
  - Indefinite pronouns are used in general statements or when a specific noun is not known. Most indefinite pronouns are singular (e.g., anybody, everybody, somebody, neither, someone, something, etc.) while others are plural both, few, many, several, etc.). Some can be singular or plural (all, any, most, none, and some). Develop a worksheet that allows student to practice correct use of indefinite pronouns.
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Personal Pronouns | Award Winning Personal Pronoun Video](#)
  - YouTube by Homeschool Pop
    - [Learn the Pronouns | Classroom Lesson Video](#)

COURSE: Alternate English Language Arts Sixth Grade

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CONCEPT: Conventions of Standard English

- YouTube by English-Easy English Grammar
  - [Teach – Indefinite Pronouns](#)

COURSE: Alternate English Language Arts Sixth Grade

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CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.6.2 Demonstrate understanding of conventions of standard English.		A.L.6.2.a Use question marks at the end of written questions. A.L.6.2.b Spell unknown words phonetically, drawing on letter-sound relationships and common spelling patterns.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.6.2.a (A) Use question marks at the end of written questions.	A.L.6.2.a (B) Distinguish between question marks and periods in written text.	A.L.6.2.a (C) Point to a question mark in written text.	
A.L.6.2.b (A) Spell unknown words phonetically, drawing on letter-sound relationships and common spelling patterns.	A.L.6.2.b (B) Change the onset of words spelled with common spelling patterns to read and spell other words.	A.L.6.2.b (C) Select letters and words with prompting.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Respond to questions when prompted.</li> <li>Spell words phonetically.</li> <li>Ask questions to acquire information.</li> <li>Communicate English fluently and confidently.</li> <li>Communicate clearly and avoid errors that sound strange.</li> <li>Avoid confusing your friends and acquaintances.</li> <li>Effectively get original thoughts and ideas out to others.</li> <li>Communicate clearly to get what you want.</li> <li>Understand the rules of language and apply them effectively to get original thoughts and ideas out to others.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Common spelling patterns</li> <li>Drawing</li> <li>End</li> <li>Letter-sound relationships</li> <li>Letters</li> <li>Onset</li> <li>Periods</li> <li>Phonetically</li> <li>Question mark</li> <li>Questions</li> <li>Spell</li> <li>Words</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Literacy Ideas (literacyideas.com)                             <ul style="list-style-type: none"> <li><a href="#">Punctuation</a></li> </ul> </li> <li>Education and Behavior (Educationandbehavior.com)                             <ul style="list-style-type: none"> <li><a href="#">Try This Guided Writing Strategy to Help Your Child Improve Writing Skills</a></li> <li><a href="#">Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</a></li> </ul> </li> </ul> </li> </ul>			

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DOMAIN: Language

CONCEPT: Conventions of Standard English

- Education.com [requires a free account] (education.com)
  - [L.6.2.a Worksheets, Workbooks, Lesson Plans, and Games](#)
  - [L.6.2.b Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage<sup>ny</sup> (engageny.org)
  - [L.6.2 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.6.2 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.6.2. Worksheet Punctuation](#)
  - [L.6.2.a Worksheet Commas](#)
  - [L.6.2.b Worksheet Spelling](#)
- **Activities**
  - Have student write an e-mail to a pen pal and include questions about the pal's life.
  - Have student tell the teacher to use a question mark at the end of a question in a shared writing activity.
  - After the teacher provides a choice of two items and asks, "What do you want?" have the student respond by making a choice.
  - Have the student spell words looking for relationships and or common spelling patterns (e.g., light is spelled lite).
  - Have the student use a set of key words that have common spelling patterns as a support in spelling untaught words (e.g., uses the keyword back to help spell the word rack).
  - Have the student write several words that fit in the same word family with a given word (e.g., cat: bat, fat, pat, sat).
  - Select a book that the student can read easily. Start with single sentences—but make sure that there is some variety in the punctuation (so that every sentence does not end in a period). After telling the student that there is going to be a punctuation activity, ask him or her to read aloud the sentence in the book. If there is an error or omission, remove the paper away, telling the student that there was a mistake, and they need to start again. Move beyond single sentences as quickly as possible. As soon as two sentences are managed effectively, move up to short paragraphs of three to four sentences.
- **Videos**
  - YouTube by BJU Press Homeschool
    - [Super Marks: End Punctuation](#)
  - YouTube by Kids Academy
    - [Punctuation in English | Punctuation at the End of a Sentence](#)
  - YouTube by Scratch Garden
    - [Punctuation Explained \(by Punctuation!\)](#)
  - YouTube by Alphablocks
    - [Alphablocks – Learn to Read | Phonetic Spelling | Phonics for Kids](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- YouTube by Rachel's English
  - [Learn the Phonetic Alphabet](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

Standard		Performance Objectives	
A.L.6.3 Use language to achieve desired outcomes when communicating.		A.L.6.3.a Vary use of language when the listener or reader does not understand the initial attempt. A.L.6.3.b Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.6.3.a (A) Vary use of language when the listener or reader does not understand the initial attempt.	A.L.6.3.a (B) Make a comment in a different way when the listener does not understand the first time.	A.L.6.3.a (C) Use visual to communicate desired wants and needs.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Listen and communicate to obtain information to perform a task.</li> <li>Ask for directions or help to perform an assigned task.</li> <li>Repeat directions to perform a task.</li> <li>Follow multi-step verbal directions to complete assigned task.</li> <li>Communicate to request, comment, and/or share information.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Communicate</li> <li>Desire</li> <li>Different way</li> <li>Initial attempt</li> <li>Language</li> <li>Listener</li> <li>Needs</li> <li>Reader</li> <li>Understand</li> <li>Visual</li> <li>Want</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Literacy Ideas (literacyideas.com)                             <ul style="list-style-type: none"> <li><a href="#">A Teacher's Guide to Sentence Structure</a></li> </ul> </li> <li>Education and Behavior (Educationandbehavior.com)                             <ul style="list-style-type: none"> <li><a href="#">Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li><a href="#">L.6.3. Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li><a href="#">L.6.3.a Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li><a href="#">L.6.3 Curriculum Documents</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li><a href="#">L.6.3 Lesson Plans Templates</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

- Big Learners (biglearners.com)
  - [L.5.3.a Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
  - [L.6.3. Worksheet Objects](#)
  - [L.6.3.a Worksheet Sentence Patterns](#)
- **Activities**
  - Have the student use an individual communication system to express feelings.
  - Have the student communicate desired want or need (provided with visuals as needed).
  - Have the student change affect in response to a communication from someone else – smile, eye gaze, some form of communication.
  - Have the student acknowledge and respond to communication by making a comment in a different way, when trying to make a comment during a lesson but when it is not clear what is meant.
  - Show students a picture. Read two different sentences. One of the sentences describes the picture using correct grammar and the other does not. Have students choose the sentence that best describes the picture using correct grammar.
  - Provide the student several sentences (complete and incomplete ) relating to a story read in class. Help students choose the complete sentence.
  - After reading a story in class, list several details from the story using complete and incomplete sentences. Go through the list with the class and help them identify the complete sentences to keep and the incomplete sentences to toss.
- **Videos**
  - YouTube by Logic of English
    - [Teaching Struggling Readers and Spellers](#)
  - YouTube by TED
    - [How language shapes the way we think | Lera Boroditsky](#)
  - YouTube by Rockin Resources
    - [Complete Sentences Digital Student Mini-lesson](#)
  - YouTube by GrammarSongs by Melissa
    - [Complete Sentences | Subjects and Predicates Award Winning Song](#)
  - YouTube by The Eagle's Nest – Our Online Classroom
    - [Let's Write Sentences. \(I Can Write a Complete Sentence\)](#)
  - YouTube by English-Easy English Grammar
    - [Teach the Complete Sentence](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.6.4 Demonstrate knowledge of word meanings.		<p>A.L.6.4.a Use context to determine which word is missing from a content area text.</p> <p>A.L.6.4.b Not applicable</p> <p>A.L.6.4.c Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>A.L.6.4.d Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.6.4.a (A) Use context to determine which word is missing from a content area text.	A.L.6.4.a (B) Choose the missing word to complete the sentence when given three choices during a read aloud.	A.L.6.4.a (C) Point to the missing word in a sentence from two choices during a read aloud.	
A.L.6.4.c (A) Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	A.L.6.4.c (B) Ask for help and use classroom resources when I encounter a difficult word.	A.L.6.4.c (C) Communicate when I do not know a word.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Use words to predict the meaning of new vocabulary words.</li> <li>• Recognize the meaning of words.</li> <li>• Respond to the meaning of a word in context.</li> <li>• Determine the meaning of words when common affixes (<i>-ing, -ed, -s, -es</i>) are added.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Clarification</li> <li>• Complete</li> <li>• Content area text</li> <li>• Context</li> <li>• Difficult word</li> <li>• Encounter</li> <li>• Meaning support</li> <li>• Missing word</li> <li>• Read aloud</li> <li>• Unfamiliar words</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy in Focus (litinfocus.com) <ul style="list-style-type: none"> <li>▪ <a href="#">3 Steps for Teaching Root Words, Prefixes, and Suffixes</a></li> </ul> </li> <li>▪ Teaching with a Mountain View <ul style="list-style-type: none"> <li>▪ <a href="#">The Complete Guide to Teaching Prefixes and Suffixes</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Plan Improve Comprehension: A Word Game Using Root Words and Affixes</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Use Words to Teach Words</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- Better Lesson (betterlesson.com)
  - [L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.](#)
- Education.com [requires a free account] (education.com)
  - [L.5.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage<sup>ny</sup> (engageny.org)
  - [L.5.4 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.5.4 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
  - [L.5.4.a Fifth Grade English Language Arts Worksheets](#)
  - [L.5.4.b Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
  - [L.5.4.a Worksheet Context Clues](#)
  - [L.5.4.b Worksheet Suffixes](#)
- **Activities**
  - Give the student a sentence with an underlined word and ask them to replace the underlined word with another word that has the same meaning.
  - Have the student complete a maze task.
  - Have the student match a word to its meaning and match a picture to a word.
  - Have the student identify an object named by the teacher (e.g., During a science unit on recycling, the student identifies a bottle from a field of three objects when requested).
  - While reading with a teacher, have the student point to a word indicating that it is the new word they just learned.
  - During shared reading, ask the student to indicate the need for assistance through gestures, eye contact or gaze, vocalization, etc.
  - Begin with a simple root word, such as push. Ask the student to come up with words they know that contain that word, such as pushing, pushed, pushover, push-up. Talk about how all these words have some shared meaning related to the word push.
  - While sitting in the cafeteria, choose a word and have students brainstorm as many meanings and uses for the word as they can think of. Some words to start with: spring, frame, check, light.
- **Videos**
  - YouTube by Reading Rockets
    - [List-Group-Label](#)
  - YouTube by GrammarSongs by Melissa
    - [Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- Khan Academy (khanacademy.org)
  - [Using context clues to figure out new words | Reading](#)
  - [What are affixes? | Reading](#)
- YouTube by McGraw Hill PreK-12
  - [Context Clues – Introduction to Reading Skills](#)
- YouTube by SmartBrainChild Sunday
  - [Root Words – Vocabulary for Kids](#)
- YouTube by eSparkLearningVideos
  - [Learning: Unknown Words](#)
- YouTube by Danielle Hamilton
  - [Prefixes, root words, and suffixes](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.6.5 Demonstrate understanding of word relationships and use.		<p><b>A.L.6.5.a</b> Identify the meaning of simple similes (e.g., the man was as big as a tree).</p> <p><b>A.L.6.5.b</b> Demonstrate understanding of words by identifying other words with similar and different meanings.</p> <p><b>A.L.6.5.c</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.6.5.a (A) Identify the meaning of simple similes (e.g., the man was as big as a tree).	A.L.6.5.a (B) Choose the meaning of three simple similes given three choices.	A.L.6.5.a (C) Pick the meaning of a simile given two choices.	
A.L.6.5.b (A) Demonstrate understanding of words by identifying other words with similar and different meanings.	A.L.6.5.b (B) Use three words with similar and/or different meanings that I have been taught.	A.L.6.5.b (C) Repeat words with similar and/or different meanings when given a model.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Use simple, common idioms when responding to friends and acquaintances.</li> <li>• Use simple, common similes (i.e., I am as cold as ice).</li> <li>• Recognize the meaning of words.</li> <li>• Communicate effectively to share information or respond to comments from others.</li> <li>• Understand words that have similar and/or different meanings.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Different</li> <li>• Identify</li> <li>• Meaning</li> <li>• Model</li> <li>• Similar</li> <li>• Simple simile</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</a></li> </ul> </li> <li>▪ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.5. Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.5 Curriculum Documents</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for CCSS Standard L.6.5.</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings \(Lesson Plans\).](#)
- [L.6.5.a Interpret figures of speech \(e.g., personification\) in context \(Lesson Plan\).](#)
- [L.6.5.b Use the relationship between particular words \(e.g., cause/effect, part/whole, item/category\) to better understand each of the words \(Lesson Plans\).](#)
- Tutorified (tutorified.com)
  - [L.6.5 Worksheet Idioms](#)
- **Activities**
  - Have the student practice using similes in writing or communicating (e.g., tell the teacher her hands are “as cold as ice” or that he is “hungry as a bear.”)
  - Have the student interpret similes by responding “huge,” “really big”, etc. when asked what is meant by “A man was as big as a tree.”
  - Have the student identify work relationships by working with the teacher to make a list of words to use instead of “said” when writing.
  - Have the student work with the teacher to select words to complete a sense poem (e.g., The student uses an overlay with five or more items that are yellow and makes choices to finish sentences such as, “Yellow tastes like – student chooses a lemon. Yellow looks like – student points to sun”).
  - Give the student a category and ask them to select all that category from a display.
  - Using a big book or read aloud book, model identifying words that are opposites. Mark these places in the text with a sticky note/arrow/dot. Explain how the word convey opposing things. After modeling, students use this strategy in a shared reading and small group setting, still incorporating the explanation of how the marked words are opposites.
  - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
  - After reading a story that incorporates idioms, have “That reminds me....” time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Idioms | Award Winning Teaching Video | What Is an Idiom? | Figurative Language](#)
    - [Synonyms | Award Winning Synonym Teaching Video | What are Synonyms?](#)
  - YouTube by Homeschool Pop
    - [Idioms for Kids](#)
  - YouTube by Emma Grace
    - [English Lesson #6 | 10 Common Idioms – Examples & Meanings Part 1](#)
    - [English Lesson #7 | 10 Common Idioms – Examples & Meanings Part 2](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings \(Videos\).](#)
    - [L.6.5.a Interpret figures of speech \(e.g., personification\) in context \(Videos\).](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.6.5.b Use the relationship between particular words \(e.g., cause/effect, part/whole, item/category\) to better understand each of the words \(Videos\).](#)
- YouTube by Lampofilm
  - [Synonyms for Kids | Words with the Same Meaning](#)

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.6.6 Use general academic and domain-specific words and phrases across contexts.		A.L.6.6.a Use words that I have learned from conversations, shared reading, and specific activities.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.6.6.a (A) Use words that I have learned from conversations, shared reading, and specific activities.	A.L.6.6.a (B) Use words that I have learned from conversations, shared reading, and specific activities when given a prompt.	A.L.6.6.a (C) Pick a new word that I have learned from two picture choices.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Fill out a form.</li> <li>• Select rhyming words for a song or poem.</li> <li>• Locate bolded words to find answers to questions at the end of a chapter in a textbook.</li> <li>• Respond appropriately to <i>if/then</i> questions (i.e., “If it rains, then we stay in”).</li> <li>• Understand jargon words that are important to a particular subject of interest.</li> <li>• Feel comfortable communicating with friends.</li> <li>• Have more in-depth conversations with peers.</li> <li>• Recognize the meaning of domain-specific words when conversing with others.</li> <li>• Communicate effectively to share information or respond to comments from others.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Acquired</li> <li>• Conversations</li> <li>• Domain specific words</li> <li>• Shared reading</li> <li>• Specific</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Content Area Vocabulary Learning</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.6.6 Workbooks, Lesson Plans, and Games](#)
- Engage<sup>ny</sup> (engageny.org)
  - [L.6.6 Curriculum Documents](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression \(Lessons\).](#)
- Tutorified (tutorified.com)
  - [L.6.6 Worksheet Vocabulary](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.6.6 Lesson Plans Templates](#)
- **Activities**
  - Set up stations or posters around the classroom, on the walls or on table.
  - Have the student use graphic organizers to generalize and sort old versus new words.
  - In a group setting, have the student use general academic and domain-specific words. Have the student use participate in a graphic organizer activity or discussions in a group setting.
  - Have the student demonstrate understanding of general academic and domain specific words by filling in the blank with a word choice to answer a question about the characters in a story.
  - Have the student select a symbol or picture to represent a word in science.
  - Begin with a simple root word, such as push. Ask the student to come up with words they know that contain that word, such as pushing, pushed, pushover, push-up. Talk about how all these words have some shared meaning related to the word push.
  - Show students a picture. Read two different sentences. Once of the sentences describes the picture using correct grammar and the other does not. Have students choose the sentence that best describes the picture using correct grammar.
  - After reading a story in class, have the student share several details from the story using complete and incomplete sentences.
- **Videos**
  - EG Videos (egvideos.com)
    - [Mississippi - Grade 3 - Reading: Informational Text - Academic and Domain Specific Words - RI.3.4](#)
  - You Tube by RHES Social Media
    - [Determine the meaning of words using context clues](#)
  - LearnZillion [requires a free account] (learnzillion.com)
    - [Use vocabulary in a text to deepen your understanding](#)
  - YouTube by PowerUp WHAT WORKS
    - [Embedded Supports to Differentiate Instruction for Struggling Students](#)
  - YouTube by eSpark Learning Videos

COURSE: Alternate English Language Arts Sixth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [Learning: Unknown Words](#)
- [Context Clues Instructional Video](#)
- YouTube by Reading Rockets
  - [Unknown Words: Strategies for Discovery](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression \(Videos\).](#)

**Teacher Resource Guide for MS AAAS for Alternate English Language Arts Grade 7**

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<b>A.RL.7.1</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.		<b>A.RL.7.1.a</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.7.1.a (A)</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.	<b>A.RL.7.1.a (B)</b> Cite text to support what the text says explicitly.	<b>A.RL.7.1.a (C)</b> Identify details in the text or pictures that provide the answer to an explicit question about a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Link the meanings of words to explicit information in a text.</li> <li>• Select key evidence for use in writing and speaking.</li> <li>• Refer explicitly to the text as the basis for their answers to questions about the text.</li> <li>• Cite specific details from their reading.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Accurately</li> <li>• Analyze</li> <li>• Cite</li> <li>• Details</li> <li>• Examples</li> <li>• Explicit</li> <li>• Evidence</li> <li>• Infer</li> <li>• Inferences</li> <li>• Implicit</li> <li>• Questioning</li> <li>• Support</li> <li>• Textual evidence</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.1 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ K12 Reader (k12reader.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Literature Worksheets</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Lessons)</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>▪ Literacy Ideas for Teachers and Students (literacyideas.com)</li> </ul> </li> </ul>			

- [How to Teach Inference](#)
- Reading Rockets
  - [Inference](#)
- Edutopia ([www.edutopia.org](http://www.edutopia.org))
  - [4 Strategies to Model Literary Analysis-Explicit instruction in literary analysis works best when the teacher models it instead of lecturing.](#)
- **Activities**
  - The instructor (or student) designs a set of questions that require the student to make a claim and justify it. For example, while reading *The Adventures of Tom Sawyer* a student may be asked the question: “How can you describe Tom’s work ethic in this chapter?” This is a question which requires students to make an inferential claim about the main character. The students will need to cite specific details from the text that “hint” as to how Tom feels about hard work. Have the student cite at least two pieces of evidence from the text to substantiate an answer given (e.g., “Tom feels angry about having to work on this day.” The text states: “the very thought of it burnt him like fire”). Finally, have the student expand upon his/her answer, explaining how they connected the evidence with the claim made (e.g., “This clearly indicates that Tom is angry about having to work. Being burned causes a great deal of pain, and fire is often associated with anger, so Tom not only wishes he were somewhere else, but that he is also angry about his circumstances. For these reasons, he reveals that he has a poor work ethic”).
  - In addition to citing specific evidence from the text itself, students at this grade-level should also be required to gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others.
  - In small groups, have students take turns verbally explaining why events in a reading occurred. Attention is continually drawn back to specific language used within the text. After a pre-determined amount of time, students devise a summary outlining a specific event or section of text. The summary should include evidence to support the claim of why the text was included or the event occurred.
  - A good example of a graphic organizer that allows students to visualize the steps in making an inference is the “It Says, I Say, and So” graphic organizer. Have students respond to a question that can only be answered by inference, even though the question is about a particular reading or text.
    - First the students must find out what the reading says.
    - Next, they find information from the text that will help answer the question.
    - Then they add, in their own words, their thoughts about what the reading says.
    - Finally, the students combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. \(Videos\)](#)

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- YouTube by Bloom Edu
  - [Textual Evidence](#)
- Khan Academy (khanacademy.org)
  - [Citing evidence in literary analysis | Reading](#)
- YouTube by Elizabeth Suchanski
  - [Making Inferences with Textual Support](#)

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Standard		Performance Objectives	
A.RL.7.2 With support from adults, identify the theme.		A.RL.7.2.a With support from adults, identify the theme.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.2.a (A) With support from adults, identify the theme.	A.RL.7.2.a (B) Identify the central idea of a familiar story.	A.RL.7.2.a (C) Identify details from a familiar story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Share a favorite story or poem with a peer.</li> <li>• Understand that a theme is developed through word choice.</li> <li>• Understand that the central idea is what a literary text is mostly about.</li> <li>• Analyze reading more deeply.</li> <li>• Focus on a theme when choosing independent reading material.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Central idea</li> <li>• Convey</li> <li>• Details</li> <li>• Evidence</li> <li>• Fact</li> <li>• Inference</li> <li>• Opinion</li> <li>• Plot</li> <li>• Read closely</li> <li>• Summarize</li> <li>• Theme</li> <li>• Word choice</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</a></li> </ul> </li> <li>▪ K12 Reader (k12reader.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Literature Worksheets</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.2 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text (Lessons).</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for CCSS Standard RL.7.2</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

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- [RL.7.2 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [RL.7.2 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [RL.7.2 Worksheet Central Themes](#)
- **Activities**
  - Upon completion of a graphic organizer, have students create a visual display summarizing and analyzing the main theme of the text. Careful attention is placed upon keeping the text central to the activity and remaining true to specific language the author used.
  - During shared reading, have the students find important ideas or topics, patterns of events, repeating problems, or situations, and/or repeated feelings. Ask students “What is the author showing about one idea or topic? What does the main character learn? What does the reader learn about it?” Ask students to share their ideas regarding the theme or central idea. “What is the author’s message about life beyond the text?” (THEME) “What idea does the text capture?” (CENTRAL IDEA).
  - Have the student work with peers to read, analyze, and annotate a literary text for evidence of the themes and summary of main points. Have the group share their summary of the major themes.
  - Read a short summary explaining the theme of a short story and/or summary citing text evidence of main idea, theme, specific chapter, or character. Have students create a collage of words and images to represent the theme(message). Include the theme as well as a minimum of 2 quotes from the text to support and use specific vocabulary as support.
  - Have students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To begin with, have the students highlight the main ideas according to a particular color code. Once that is complete, have the students return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text \(Videos\).](#)
  - McGraw Hill PreK-12 YouTube Channel (youtube.com/ UCiQFwOj2SN38gHSNV0Vh3Fw)
    - [How to find the main Idea](#)
  - YouTube by Easy Teaching
    - [Main Idea | Summarizing | Reading Strategies](#)
  - YouTube by GrammarSongs by Melissa
    - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)
  - Education Galaxy Videos (egvideos.com)

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- [Mississippi - Grade 7 - Reading - Reading: Literature – Theme and Summary - RL.7.2](#)

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Standard		Performance Objectives	
A.RL.7.3 Determine how two or more story elements are related.		A.RL.7.3.a Determine how two or more story elements are related.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.3.a (A) Determine how two or more story elements are related.	A.RL.7.3.a (B) Recognize the relationship between two story elements.	A.RL.7.3.a (C) Identify one element of a familiar story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Describe how a plot unfolds.</li> <li>Explain character traits.</li> <li>Learn strategies for responding to real life challenges.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Characterization</li> <li>Challenge</li> <li>Climax</li> <li>Conflict</li> <li>Drama</li> <li>Elements</li> <li>Events</li> <li>How characters change</li> <li>How characters respond</li> <li>Interactions</li> <li>Plot</li> <li>Resolution</li> <li>Rising action</li> <li>Setting</li> <li>Solution</li> <li>Story</li> <li>Structure</li> <li>Turning point</li> <li>Unfold</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li> <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.7.3 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>K12 Reader (k12reader.com)                             <ul style="list-style-type: none"> <li><a href="#">7<sup>th</sup> Grade Reading Literature Worksheets</a></li> </ul> </li> <li>Louisiana Believes (louisianabelieves.com)                             <ul style="list-style-type: none"> <li><a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">Interpreting Characters, Setting, Plot, and Theme - The Triangle Shirtwaist Factory Disaster</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)</li> </ul> </li> </ul>			

- [RL.7.3 Lesson Plans Templates](#)
- Teacher Vision [requires a free account] (teachervision.com)
  - [7<sup>th</sup> Grade Resources RL.7.3s](#)
- **Activities**
  - Have students conduct an analysis of the following story elements within the classroom text. Emphasis can be placed upon recognizing how one or more of these story elements interact with one another (e.g., How does the setting affect the characters? How do the characters carry out the conflict? How does setting affect conflict in this way? Does setting intensify conflict in this case?)
    - Setting: Students recognize how setting affects character and thematic developments. Students complete a graphic organizer to prompt thinking/writing.
    - Plot: Students comprehend how plot elements (Exposition, Rising Action, Climax, Falling Action, and Resolution) and their sequence affect meaning. Students create visual representations of the story arc as they read.
    - Character: Students understand Direct vs. Indirect Characterization and use a graphic organizer to show how these devices affect the emergence of character and theme.
    - Conflict: Students recognize the central conflicts within a text, including internal vs. external conflicts. Students can use a “conflict dissection” graphic organizer to help them analyze each conflict.
    - Point of View: Students recognize the point of view from which the story is told and apply this to a greater understanding of the text. Students should also analyze the text in terms of the author or character’s perspective.
    - Theme. Students who meet this standard distinguish between and appraise each of these story elements for its relation to theme. Students draw on their understanding of these elements to think critically and craft an argument regarding the given text.
  - In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question and then wait for a thoughtful response. Follow-up questions like “Does anyone see another possibility?” or “Who would like to comment on Jerry’s idea?” may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum.”
  - Statement starters can be utilized to initiate rich classroom discussions. As students enter the classroom, their attention is quickly drawn to 1-3 statements already on the board/screen. Their task is to find 1-3 pieces of evidence from the text to support or repudiate the statement(s). After a pre-determined amount of time, students present their finding within a rich classroom discussion facilitated in a manner consistent with the tip above. Students clearly understand that special emphasis will be placed on their ability to “present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.7.3 Analyze how particular elements of a story or drama interact \(e.g., how setting shapes the characters or plot\)\(Videos\)](#)
  - YouTube by Jack Hartman
    - [Parts of a Story](#)

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- YouTube by CI350 Class
  - [Story Elements](#)
- YouTube by Teaching Independent Learners
  - [Story Elements: Setting](#)
- YouTube by McGraw Hill PreK-12
  - [Fun Animation Showing How to Identify a Theme within a Story](#)
- YouTube by robinb66
  - [Elements of a Short Story](#)
- YouTube by CUE | Powerful Learning
  - [Using Video to Teach Elements of a Short Story: CUE 2016 National Conference](#)

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Standard		Performance Objectives	
A.RL.7.4 Determine the meaning of simple idioms and figures of speech as they are used in a text.		A.RL.7.4.a Determine the meaning of simple idioms and figures of speech as they are used in a text.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.4.a (A) Determine the meaning of simple idioms and figures of speech as they are used in a text.	A.RL.7.4.a (B) Identify a simple idiom or figure of speech used in a text.	A.RL.7.4.a (C) Identify phrases from a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Use figurative language to help others relate to their feelings.</li><li>• Realize that sometimes words are not meant to be taken literally.</li><li>• Understand the meanings of common idioms.</li><li>• Understand the meanings of figures of speech.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Figurative</li><li>• Figure of speech</li><li>• Hyperbole</li><li>• Idiom</li><li>• Meaning</li><li>• Metaphor</li><li>• Nonliteral</li><li>• Personification</li><li>• Simile</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</a></li></ul></li><li>▪ Education.com [requires a free account] (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.4 Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ K12 Reader (k12reader.com)<ul style="list-style-type: none"><li>▪ <a href="#">Figurative Language</a></li></ul></li><li>▪ Louisiana Believes (louisianabelieves.com)<ul style="list-style-type: none"><li>▪ <a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Lessons)</a></li></ul></li><li>▪ Read Write Think (readwritethink.org)</li></ul></li></ul>			

- [Eye on Idioms](#)
- Teacher Vision [requires a free account] (teachervision.com)
  - [7<sup>th</sup> Grade Resources RL.7.4](#)
- **Activities**
  - Have the student write short, declarative statements about the major concepts in a passage or a story. There can be as few as 3-5 statements or up to about 15. The statements should be thought-provoking and reflect the students' backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate.
  - Using a big book or read aloud book, model identifying words that are opposites. Mark these places in the text with a sticky note/arrow/dot. Explain how the word convey opposing things. After modeling, students use this strategy in a shared reading and small group setting, still incorporating the explanation of how the marked words are opposites.
  - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
  - After reading a story that incorporates idioms, have “That reminds me…” time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
  - Have the student practice using similes in writing or communicating (e.g., tell the teacher her hands are “as cold as ice” or that he is “hungry as a bear.”)
  - Have the student interpret similes by responding “huge,” “really big”, etc. when asked what is meant by “A man was as big as a tree.”
  - Have the student identify work relationships by working with the teacher to make a list of words to use instead of “said” when writing.
  - Have the student work with the teacher to select words to complete a sense poem (e.g., The student uses an overlay with five or more items that are yellow and makes choices to finish sentences such as, “Yellow tastes like” – student chooses a lemon. “Yellow looks like” – student points to sun).
  - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
  - After reading a story that incorporates idioms, have “That reminds me…” time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Idioms | Award Winning Teaching Video | What Is an Idiom? | Figurative Language](#)
  - YouTube by Mineola Creative Content
    - [Metaphor, Simile, Personification, Hyperbole | Figurative Language Lesson](#)
  - YouTube by Vocabulary TV
    - [Top-22 Figures of Speech in English \(Part-1\)](#)
    - [Top 22 Figures of Speech in English \(Part 2\)](#)
    - [Top Figures of Speech in English \(Vocabulary | Grammar Lessons\)](#)

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- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))

- [RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds \(e.g., alliteration\) on a specific verse or stanza of a poem or section of a story or drama. \(Videos\)](#)

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Standard		Performance Objectives	
A.RL.7.5 Compare the structure of two or more texts (e.g., stories, poems, or dramas).		A.RL.7.5.a Compare the structure of two or more texts (e.g., stories, poems, or dramas).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.5.a (A) Compare the structure of two or more texts (e.g., stories, poems, or dramas).	A.RL.7.5.a (B) Identify common structures used in a poem.	A.RL.7.5.a (C) Identify a repeated word, phrase, or sentence from a familiar poem.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Learn ways to organize ideas.</li> <li>Understand how the structure of a poem adds to its meaning.</li> <li>Learn how to pull important information out of text when doing homework.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Chapter</li> <li>Compare</li> <li>Contribute</li> <li>Drama</li> <li>Elegy</li> <li>Form</li> <li>Haiku</li> <li>Poem</li> <li>Sentence</li> <li>Sonnet</li> <li>Stanza</li> <li>Structure</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.7.5 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li><a href="#">Implementing the Text Structure Strategy in Your Classroom</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">Using Compare and Contrast Text Structure</a></li> </ul> </li> <li>K12 Reader (k12reader.com)                             <ul style="list-style-type: none"> <li><a href="#">7<sup>th</sup> Grade Reading Literature Worksheets</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">Figurative Language and Foreshadowing in the Outsiders   The Great American Read</a></li> </ul> </li> <li>Read Write Think (readwritethink.org)                             <ul style="list-style-type: none"> <li><a href="#">Haiku Poem Interactive</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)                             <ul style="list-style-type: none"> <li><a href="#">7<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)</li> </ul> </li> </ul>			

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- [RL.7.5 Lesson Plans Templates](#)
- **Activities**
  - Have the student clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns.
  - Give the student a poem that has a predictable pattern and word cards that could fit into the pattern. Have the read and recite the poem filling in the last word with a word card.
  - Have the student select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song.
- **Videos**
  - YouTube by McGraw Hill PreK-12
    - [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.7.5 Analyze how a drama's or poem's form or structure \(e.g., soliloquy, sonnet\) contributes to its meaning \(Video\).](#)
  - YouTube by McGraw Hill PreK-12
    - [How to Introduce Text Structure, Compare and Contrast to Students](#)
  - YouTube by Uplift Education
    - [7th Grade - ELA Lesson 4 - Compare and Contrast](#)
  - YouTube by Floabulary
    - [The 5 Types of Text Structure](#)
  - YouTube by Cult of Pedagogy
    - [Teaching Text Structures for Non-Fiction Reading](#)

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Standard		Performance Objectives	
A.RL.7.6 Compare the points of view of two or more characters or narrators in a text.		A.RL.7.6.a Compare the points of view of two or more characters or narrators in a text.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.6.a (A) Compare the points of view of two or more characters or narrators in a text.		A.RL.7.6.a (B) Identify personal point of view about a story.	A.RL.7.6.a (C) Identify a character in a familiar story.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Notice differences in point of views.</li><li>• Understand how others are feeling based on their word choice.</li><li>• Improve reading comprehension skills.</li><li>• Distinguish their own point of view from the point of view of their peers.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Characters</li><li>• Compare</li><li>• Describe</li><li>• Explain</li><li>• Feeling</li><li>• First-person</li><li>• Influence</li><li>• Narrator</li><li>• Point of view</li><li>• Show</li><li>• Speaker</li><li>• Thinking</li><li>• Third person</li><li>• Tone</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Education.com [requires a free account] (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.6 Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ K12 Reader (k12reader.com)<ul style="list-style-type: none"><li>▪ <a href="#">7<sup>th</sup> Grade Reading Comprehension Worksheets</a></li></ul></li><li>▪ Louisiana Believes (louisianabelieves.com)<ul style="list-style-type: none"><li>▪ <a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text (Lessons)</a>.</li></ul></li><li>▪ Read Write Think (readwritethink.org)<ul style="list-style-type: none"><li>▪ <a href="#">Teaching Point of View with Two Bad Ants</a></li></ul></li><li>▪ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none"><li>▪ <a href="#">7<sup>th</sup> Grade Reading Resources</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>▪ Have students read two texts about the same event from different points of view. They then use a compare and contrast chart to record</li></ul></li></ul>			

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five or more details that are the same in both texts and at least five details that are different.

- Have students read two texts on the same topic, such as homework from the point of view of a student and a parent without knowledge about the authors. They then predict which was written by the student and the adult, defending their opinion with details from the text
  - Ask students to identify and contrast the perspectives of one or more characters from a text. The instructor may benefit the most from using a text that makes use of multiple perspectives, however, this strategy can be effective for any text that features multiple characters involved in key conflicts or events. Have students read a text in which multiple characters are involved one or more pivotal events or conflicts of some significance. Ask them to track one character's involvement and relation to pivotal events in the novel, attempting to understand that character's inner thoughts, feelings, and emotional reactions to each event. Have them note these interactions, make inferences about the character's perspective, and note them in a graphic organizer like the one shown here.
  - After reading a story, have the student identify the difference between how the different people in the story feel about their lives; use a graphic organizer for word or picture cards.
  - After acting out a short play or scenario, identify different points of view of the characters (e.g., "How does \_\_\_\_\_ feel about \_\_\_\_? Did \_\_\_\_\_ feel the same way?").
- **Videos**
    - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
      - [RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text \(Videos\).](#)
    - YouTube by eSparkLearningVideos
      - [Comparing and Contrasting Point of View Framing Video](#)
    - YouTube by Morton Teaches
      - [Point of View & Narrator's Perspective Lesson | Teaching Common Core Reading Skills](#)
    - YouTube by Khan Academy
      - [A story's point of view | Reading](#)
    - YouTube by Curriculet Instructional Videos
      - [Point of View - Author, Characters, Narrator, and YOU](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.7.7 Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.		A.RL.7.7.a Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.7.a (A) Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	A.RL.7.7.a (B) Express a preference for reading listening or watching a story, drama, or poem.	A.RL.7.7.a (C) Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Watch a movie of their favorite book.</li> <li>• Interpret a story differently when they hear and see the characters.</li> <li>• Determine if they like the text or movie version of their book.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Analyze</li> <li>• Audio</li> <li>• Compare</li> <li>• Contrast</li> <li>• Drama</li> <li>• Effects</li> <li>• Film</li> <li>• Live version</li> <li>• Medium</li> <li>• Multimedia</li> <li>• Perceive</li> <li>• Poem</li> <li>• Stage</li> <li>• Story</li> <li>• Techniques</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.7 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ K12 Reader (k12reader.com) <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Comprehension Worksheets</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.7 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com) (Lessons) <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.7.7 Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

[techniques unique to each medium \(e.g., lighting, sound, color, or camera focus and angles in a film\) \(Lessons\).](#)

- **Activities**

- Have the student determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to book that tells the same story).
- Have the student compare and contrast a character's point of view in a video and text version of the same story.
- Have the student compare the animated version to the text version of a story .
- After watching a video presentation of a familiar story, identify the book that tells the same story from choices.
- Have students view a film adaptation of a classroom text, either independently or in groups, and note what the film adaptation has added, changed, or left out of the story. Students can create a graphic organizer, or complete one that is created by the instructor prior to viewing. If necessary, the teacher may take some instruction time to provide some basic film terminology for the students.
- In small groups, have students create their own film adaptations of key scenes from the text, choosing a key scene, or defining moment from the text itself. This project can be assigned either before or after the students view a film adaptation of a text.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium \(e.g., lighting, sound, color, or camera focus and angles in a film\) \(Videos\).](#)
- YouTube by eSparkLearningVideos
  - [Comparing and Contrasting Reading Experience Instructional Video](#)
  - [Comparing/Contrasts Texts with Different Genres Instructional Video](#)
  - [Comparing Stories in the Same Genre Framing Video](#)
- YouTube by mistersato411
  - [Comparing a work of literature with its source](#)

No alternate standard for RL.7.8

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.RL.7.9</b> Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.		<b>A.RL.7.9.a</b> Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.7.9.a (A)</b> Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	<b>A.RL.7.9.a (B)</b> Recognize the difference between fictional characters and nonfictional characters.	<b>A.RL.7.9.a (C)</b> Identify a fictional character.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Distinguish fiction from nonfiction.</li> <li>Understand that authors alter historical events to make them more interesting.</li> <li>Understand that stories are influenced by a historical time, place, event, or person.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Alter history</li> <li>Character</li> <li>Compare</li> <li>Contrast</li> <li>Events</li> <li>Genre</li> <li>Historical fact</li> <li>Nonfiction</li> <li>Portrayal</li> <li>Setting</li> <li>Time period</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">RL.7.9 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>K12 Reader (k12reader.com)               <ul style="list-style-type: none"> <li><a href="#">7<sup>th</sup> Grade Reading Comprehension Worksheets</a></li> </ul> </li> <li>Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li><a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li><a href="#">7<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>Wisewire (wisewire.com)               <ul style="list-style-type: none"> <li><a href="#">Grade 7 Playlist: Historical and Literary Comparisons</a></li> </ul> </li> <li>Learning Farm (learningfarm.com)               <ul style="list-style-type: none"> <li><a href="#">Compare and Contrast Literature Full Lesson RL.7.9</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

[means of understanding how authors of fiction use or alter history.](#)

- Selma and Smithfield Middle Schools Google Doc (docs.google.com)
  - [Narratives and Historical Fiction Unit with Lesson Plans](#)

• **Activities**

- Have students compare the fictional Brighty of the Grand Canyon story to real accounts of donkeys used during the gold rush era.
- After shared reading of a familiar story about fictional characters, have students point to pictures of fictional characters from the story.
- Have students use a graphic organizer to compare the time, place and characters of a fictional account and a historical account of the same time period. Organizing the information and completing the template can function as a prewriting activity as well, should the teacher decide to extend the task into a writing assignment.
- Give students a specific amount of time to read through a fictional account to compare it to a historical account of the same period. While reading through the fictional text, have students highlight statements describing the time, place, and characters. Then have them compare these statements to statements found in the historical account of the same time and record those comparisons. As this task is completed, have students organize into predetermined small groups and discuss their recorded claims.
- Have students read a fictional text as well as a historical account of the same period and then organize the information into a template which provides for comparisons to be made. Have students work collaboratively with the teacher to create headings for each column, depending upon the information they have chosen to compare. When the template is complete, ask students to use the information to write an objective summary of their comparison and synthesis of ideas.

• **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history \(Videos\).](#)
- Engage<sup>ny</sup> (engageny.org)
  - [RL.7.9 Curriculum Documents](#)
- YouTube by Reading Rockets
  - [Using fiction to teach history](#)
- YouTube by Amy Pak
  - [The Importance of Timelines and Mapping in Teaching History](#)
- YouTube by Homeschool Iowa
  - [Using Living Books to teach History](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.7.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.		A.RL.7.10.a Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.7.10.a (A) Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.		A.RL.7.10.a (B) Focus on comprehending the text during independent and shared reading of stories, dramas, and poetry.	A.RL.7.10.a (C) Identify an event or character from individual or shared reading of a story, drama, or poetry.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Understand that authors write a variety of literary texts (e.g., stories, dramas, poetry).</li><li>• Read text from a variety of text genres.</li><li>• Know the difference between different genres.</li><li>• Choose books for independent reading.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Comprehend</li><li>• Stories</li><li>• Dramas</li><li>• Genre</li><li>• Poems</li><li>• Scaffolding</li><li>• Complexity band</li><li>• Proficiently</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Education.com [requires a free account] (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">RL.7.10 Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ K12 Reader (k12reader.com)<ul style="list-style-type: none"><li>▪ <a href="#">7<sup>th</sup> Grade Reading Comprehension Worksheets</a></li></ul></li><li>▪ Louisiana Believes (louisianabelieves.com)<ul style="list-style-type: none"><li>▪ <a href="#">Companion Resources for Ela Guidebooks for Students with Significant Cognitive Disabilities</a></li></ul></li><li>▪ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none"><li>▪ <a href="#">7<sup>th</sup> Grade Reading Resources</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engageny.org)<ul style="list-style-type: none"><li>▪ <a href="#">Kindergarten Curriculum Documents</a></li><li>▪ <a href="#">Grade 1 Curriculum Documents</a></li><li>▪ <a href="#">Grade 2 Curriculum Documents</a></li><li>▪ <a href="#">Grade 3 Curriculum Documents</a></li><li>▪ <a href="#">Grade 4 Curriculum Documents</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [Grade 5 Curriculum Documents](#)
- [Grade 6 Curriculum Documents](#)
- [Grade 7 Curriculum Document](#)

- **Activities**

- Guide students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Students work toward completing this activity independently to assess reading and comprehension abilities. Determine the text to be used and pre-select point for students to pause during the reading process. Teacher should scan the title, and note chapter heading, illustrations, and other explanatory materials to complete a graphic organizer. Have student read up to the first pre-selected stopping point in the text. Have the student answer questions about specific information and evaluate their predictions. At the end of the reading, students go back through the text and think about their predictions. Students verify or modify the accuracy of their predictions by finding supporting statements in the text.
- Help students learn independently through self-questioning and careful close reading of difficult content. Assign the text to be read in class. Ask students to rate their understanding on a scale of 1-10 and list any questions they have about text that was unclear. Direct students to read the text again and rate their understanding.

- **Videos**

- YouTube by Clarendon Learning
  - [Reading Comprehension for Kids | Practice Reading Comprehension Skills and Learn 4 Key Strategies](#)
- YouTube by HYPE Math
  - [7th Grade Reading Review - Monkey Tales](#)
- YouTube by Teach Starter
  - [Reading Comprehension: Super Six Comprehension Strategies](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range \(Videos\).](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.7.1 Identify where information is explicitly stated and where inferences must be drawn in text.		A.RI.7.1.a Identify where information is explicitly stated and where inferences must be drawn in text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.1.a (A) Identify where information is explicitly stated and where inferences must be drawn in text.	A.RI.7.1.a (B) Cite text to find one detail to support an inference.	A.RI.7.1.a (C) Identify a detail from a sentence or phrase in the text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Link the meanings of words to explicit information in a text.</li> <li>• Use self-questioning while reading to monitor their understanding of a story.</li> <li>• Refer explicitly to the text as the basis for their answers to questions about the text.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Cite</li> <li>• Conclude</li> <li>• Detail</li> <li>• Drawn</li> <li>• Explicitly</li> <li>• Inferences</li> <li>• Textual evidence</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.1 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RI.7.1</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Lessons).</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7th Grade Reading Resources</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- [RI.7.1 Curriculum Documents](#)
- K12 Reader (k12reader.com)
  - [Drawing a Conclusion](#)
- **Activities**
  - In small groups, have students take turns verbally explaining why events in the text occurred. Attention is continually drawn back to specific language used within the text. After a pre-determined amount of time, have students write a summary outlining a specific event or section of text. The summary should include evidence to support the claim of why the text was included or the event occurred.
  - Have students engage in formal and informal presentations of a variety of their completed graphic organizer.
  - Have the student draw a simple inference from specific text in a passage (e.g., “The sky was dark” means it might rain.).
  - Have the student select a quoted detail from text from choices that include only one quote from the text.
  - Ask the student to point to, highlight, or otherwise indicate a detail in the text in the story that supports an inference.
  - Have the student identify a picture that is related to the text (e.g., picture of pyramids to relate to text on Ancient Egypt.).
  - Ask the student , “What in the passage said what it was about?” Have the student select and copy or say two facts from choices about each central idea.
  - Ask the student, “What are the two most important steps in the directions?” Have the student choose from a list of lab safety rules, two rules that are critical to safety.
- **Videos**
  - EG Videos (egvideos.com)
    - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas - RI.7.1](#)
  - YouTube by Grammar Songs by Melissa
    - [What is Main Idea?](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \(Videos\).](#)
  - YouTube by Lincoln Learning Solutions
    - [Understanding Informational Texts](#)
  - YouTube by ClickView
    - [What are Informative Texts?](#)
  - Khan Academy (khanacademy.org)
    - [Using Text Features to Locate Information](#)
    - [The Structures of Informational Text](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.7.2 Determine two or more central ideas in a text.		A.RI.7.2.a Determine two or more central ideas in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.2.a (A) Determine two or more central ideas in a text.	A.RI.7.2.a (B) Given sentences from an informational text, identify an important idea.	A.RI.7.2.a (C) Identify details from a text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Share a favorite story or poem with a peer.</li> <li>• Analyze reading more deeply.</li> <li>• Focus on a theme when choosing independent reading material.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Central idea</li> <li>• Cite evidence</li> <li>• Determine</li> <li>• Objective</li> <li>• Summarize</li> <li>• Theme</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</a></li> </ul> </li> <li>▪ Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.2 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod [requires a free account](nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for CCSS Standard 7.2</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text (Lessons).</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7th Grade Reading Resources</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.2 Curriculum Documents</a></li> </ul> </li> <li>▪ K12 Reader (k12reader.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7th Grade CCSS: Reading Informational Text</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- **Activities**

- Upon completion of a note-taking activity and/or graphic organizer, have students create a visual display summarizing and analyzing the central ideas of the text. Ask them to place careful attention upon keeping the text central to the activity and remaining true to specific language the author used.
- Have students read and annotate a PDF version of the text by highlighting main ideas and supporting details according to color. To do this within Adobe Reader, students select the “highlighting tool” and then press CTRL+E. This will display “highlighter tool properties” allowing students to quickly change highlighter colors. Begin the assessment by having students highlight the main ideas according to a particular color code. Once that is complete, have the student return to each main idea and use a similar shade of the main idea color to highlight the details in support of that main idea. They repeat the process until the entire text has been annotated and all main ideas have been supported by details that outline their development over the course of a text. At predetermined intervals, have students provide peer-to-peer feedback by posting objective comments on one another’s annotated text.

- **Videos**

- EG Videos (egvideos.com)
  - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas - RI.7.2](#)
- E Spark Learning [requires a free account](esparklearning.com)
  - [Determining Central Ideas Framing Video \(7.RI.2 Quest 3\)](#)
  - [Developing Theme Instructional Video \(7.RI.2\)](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text \(Videos\).](#)
- YouTube by Engage<sup>ny</sup>
  - [Making Inferences Using Details and the Main Idea](#)
- YouTube by Jake Scott
  - [The Inferences Song - Draw Conclusions!](#)
- YouTube by Geneisha Buggage
  - [Supporting Inferences About Informational Text](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.7.3 Determine how two individuals, events, or ideas in a text are related.		A.RI.7.3.a Identify interactions between individuals, events, or ideas in text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.3.a (A) Identify interactions between individuals, events, or ideas in text.	A.RI.7.3.a (B) Identify one interaction between events from the passage.	A.RI.7.3.a (C) Identify a detail about an individual or event.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Compare the events from the story to their own lives.</li> <li>• Understand sequence and events in everyday life.</li> <li>• Understand logical connections between events and actions in everyday life.</li> <li>• Recognize the relationship between information and events that follow.</li> <li>• Use details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Character</li> <li>• Character traits</li> <li>• Events</li> <li>• Character</li> <li>• Character traits</li> <li>• Events</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.7.3</a></li> </ul> </li> <li>▪ Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.3 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for CCSS Standard RI.7.3</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events) (Lessons)</a>.</li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.3 Curriculum Document</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- K12 Reader (k12reader.com)
  - [7<sup>th</sup> Grade CCSS: Reading Informational Text](#)
- **Activities**
  - Have students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - Have students engage in a variety of discussions and/or Socratic questioning to display competency with regards to this standard.
  - Have students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.
  - Using pictures, illustrations, etc., have students identify an interaction between two events in a passage (e.g., a glass was broken, and someone was cut).
  - Have the student identify a detail from a picture or graphic about a characteristic of a person of interest (e.g., tall/short, large/small) by answering “yes” or “no”, turn of the head, eye gaze, etc.
- **Videos**
  - EG Videos (egvideos.com)
    - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas - RI.7.3](#)
  - YouTube by eSparkLearningVideos
    - [Interactions of Individuals, Events and Ideas Framing Video \(7.RI.3 Quest 1 FA13\)](#)
    - [Determining Textual Interactions Instructional Video \(7.RI.3\)](#)
  - YouTube by Kristina Pankow
    - [Interaction of Ideas, Events, and Individuals](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.7.3 Analyze the interactions between individuals, events, and ideas in a text \(e.g., how ideas influence individuals or events, or how individuals influence ideas or events\) \(Videos\).](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.7.4 Determine how words or phrases are used to persuade or inform a text.		A.RI.7.4.a Determine the meaning of words and phrases as they are used in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.4.a (A) Determine the meaning of words and phrases as they are used in an informational text.	A.RI.7.4.a (B) Identify a word or phrase used to persuade or inform a text.	A.RI.7.4.a (C) Match or pair words to meanings.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Understand that some text may persuade them to think differently.</li> <li>• Prepare for a debate.</li> <li>• Read an advertisement</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Inform</li> <li>• Details</li> <li>• Meaning</li> <li>• Persuade</li> <li>• Phrase</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.7.4</a></li> </ul> </li> <li>▪ Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.4 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod [requires a free account](nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RI.7.4</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (Lessons).</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7th Grade Reading Resources</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.4 Curriculum Document</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- At a pre-determined interval, have students work collaboratively to create an online text dependent vocabulary quiz. This activity will focus on Tier two and three vocabulary located within the text and combine quality text dependent questioning with vocabulary assessment. Students construct the quiz and enter their responses within a Google Docs form.
- After students make the quiz, they return to the text for further learning analysis or engage in targeted learning activities. After a few days have passed, have students complete the “text dependent vocabulary quiz” as an exit slip. Use the results from the quiz to formulate a hinge question to begin the lesson the following day.
- **Videos**
  - EG Videos (egvideos.com)
    - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas – RI.7.4](#)
  - YouTube by The Bazillions
    - [Similes and Metaphors](#)
  - YouTube by eSparkLearningVideos
    - [Context Clues](#)
    - [Using Textual Evidence](#)
    - [Literal vs Nonliteral Words](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone \(Videos\).](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.7.5 Determine how a fact, step, or event fits into the overall structure of the text.		A.RI.7.5.a Determine how a fact, step, or event fits into the overall structure of the text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.5.a (A) Determine how a fact, step, or event fits into the overall structure of the text.	A.RI.7.5.a (B) Identify a fact, step, or event that fits the overall structure of the text.	A.RI.7.5.a (C) Identify a fact, step, or event from a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use the text structure to understand a text.</li> <li>• Make inferences about a text based on its title.</li> <li>• Use text features to gain a deeper understanding of the text.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Event</li> <li>• Fact</li> <li>• Paragraph</li> <li>• Step</li> <li>• Text structure</li> <li>• Title</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.7.5</a></li> </ul> </li> <li>▪ Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.5 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod [requires a free account](nearpod.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard RI.7.5</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account](teachervision.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7th Grade Reading Resources</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.5 Curriculum Document</a></li> </ul> </li> <li>▪ The Text Mapping Project (textmapping.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Overview of Text Mapping</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b></li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Have students verbally explain the structure the author used to organize a text that includes how the major sections contribute to the whole and to the development of the ideas. This can be conducted in pairs, small groups, whole group, and/or after informal practice in a one-on-one setting between teacher and student in class.
- Use text coding to help students keep track of their thinking while they read. Students use a simple coding system to mark the text and record their thinking either in the margins of the text or on separate study notes. Remember to model these strategies in advance and be consistent in your procedures (e.g., same color each time, etc.)
- **Videos**
  - EG Videos (egvideos.com)
    - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas – RI.7.5](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas \(Videos\).](#)
  - YouTube by Help Teaching
    - [Informational Text Structures Reading Lesson](#)
  - Khan Academy (khanacademy.com)
    - [The structures of informational texts | Reading](#)
  - YouTube by Floccabulary
    - [The 5 Types of Text Structure](#)
  - YouTube by Home School Helpers
    - [Analyzing Text Structures](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.7.6 Determine an author's purpose or point of view.		A.RI.7.6.a Determine what the author is trying to convey (i.e., author's purpose or point of view.)	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.6.a (A) Determine what the author is trying to convey (i.e., author's purpose or point of view.)	A.RI.7.6.a (B) Identify an author's thoughts and feelings.	A.RI.7.6.a (C) Identify a thought of the author.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand that someone's point of view determines how they react to certain situations.</li> <li>Acknowledge differences in points of view of others.</li> <li>Understand that others' points of view determine how they describe an event.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Author</li> <li>Develop</li> <li>Narrator</li> <li>Point of view</li> <li>Speaker in text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">Reading with a Purpose: The House</a></li> <li><a href="#">RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</a></li> </ul> </li> <li>Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li><a href="#">Exploring Author's Purpose and Point of View</a></li> <li><a href="#">RI.7.6 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>We Are Teachers (weareteachers.com)               <ul style="list-style-type: none"> <li><a href="#">Going Beyond PIE: 5 Ways to Teach Students How to Find the Author's Purpose</a></li> </ul> </li> <li>Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li><a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others (Lessons).</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [RI.7.6 Curriculum Documents](#)

- **Activities**

- After a shared reading exercise, have the student determine the author’s point of view and compare it to their own point of view.
- After shared reading of an informational text, have students answer questions about the thoughts the author shared (e.g., When the teacher asks, “What does the author think about water?” the students answer, “Drink clean water.”).
- After shared reading of an informational text, have students answer questions about the feelings the author shared (e.g., When the teacher asks, “How did the author feel about fire?” the students answer, “sad”, “scared”, etc.).
- After shared reading of an informational text, ask students to sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text - The bird wants to go home, versus not in text - The boy wants cake.).

- **Videos**

- EG Videos (egvideos.com)
  - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas – RI.7.6](#)
- YouTube by eSparkLearningVideos
  - [Point of View Instructional Video \(5.RL.6\)](#)
- YouTube by Lincoln Learning Solutions
  - [Point of View Fun](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others \(Videos\).](#)
- Khan Academy (khanacademy.org)
  - [A Story’s Point of View](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.7.7 Compare a text to an audio, video, or multimedia version of the same text.		A.RI.7.7.a Compare the experience of reading a text to listening or watching a video of the same text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.7.a (A) Compare the experience of reading a text to listening or watching a video of the same text.	A.RI.7.7.a (B) Identify an idea from a text or video.	A.RI.7.7.a (C) Recognize the text version of an event that matches the audio, video, or live version.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Watch a movie of their favorite book.</li><li>• Interpret a story differently when they hear and see the characters.</li><li>• Determine if they like the text or movie version of their book.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Analysis</li><li>• Analyze</li><li>• Audio</li><li>• Compare</li><li>• Contrast</li><li>• Drama</li><li>• Effects</li><li>• Film</li><li>• Live version</li><li>• Medium</li><li>• Multimedia</li><li>• Perceive</li><li>• Poem</li><li>• Stage</li><li>• Story</li><li>• Techniques</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</a></li></ul></li><li>▪ Education.com [requires a free account] (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">RI.7.7 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ Louisiana Believes (louisianabelieves.com)<ul style="list-style-type: none"><li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) (Lessons).</a></li></ul></li><li>▪ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none"><li>▪ <a href="#">7th Grade Reading Resources</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Goal Book Pathways [requires an account] ([goalbookapp.com](http://goalbookapp.com))
  - [Compare Text with a Different Medium RI.7.7](#)
- Curriculum.ededucation.org
  - [Compare Audio to Text: Part I](#)
  - [Compare Audio to Text: Part II](#)
- Engage<sup>ny</sup> ([engageny.org](http://engageny.org))
  - [RI.7.7 Curriculum Documents](#)
- **Activities**
  - Have students create a Venn diagram that compares and contrasts a text to an audio, video, or multimedia version of the text. Students include a formal analysis of each medium's portrayal of the subject.
  - Have students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text in an effort to produce a student constructed classroom "Vocabulary Guide" for academic and domain specific words (e.g., students utilize a form within Google Docs to enter Tier II & Tier III words from course text reads. The accompanying spreadsheet is embedded into the course website and is utilized as a student generated "Vocabulary Guide" for the course.
  - Students may need additional support engaging with the comparison of audio to text. Create deliberate partnerships where one student can assume a mentoring role with the other. For those students with difficulty discerning tones of voice and their emotional context, focus on the objective qualities of the voice, such as volume or accent, to help them make the connection between changes in voice and emotional states.
- **Videos**
  - YouTube by Education Galaxy
    - [Visual and Multimedia Elements - Topic Overview](#)
  - YouTube by McGraw Hill PreK-12
    - [Fun Animation Explaining How To Compare and Contrast Nonfiction Texts](#)
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject \(e.g., how the delivery of a speech affects the impact of the words\) \(Videos\).](#)
  - YouTube by Smrt English
    - [Compare and Contrast](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.7.8 Determine how a claim or reason fits into the overall structure of an informational text.		A.RI.7.8.a Analyze text to support claims and judge the conclusions.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.8.a (A) Analyze text to support claims and judge the conclusions.	A.RI.7.8.a (B) Delineate the specific claims for text.	A.RI.7.8.a (C) Identify a claim from text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Differentiate between factual and fictional writing.</li> <li>Understand that some text may persuade them to think differently.</li> <li>Use examples to support the author's claims.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Claims</li> <li>Evaluate</li> <li>Evidence</li> <li>Reason</li> <li>Structure</li> <li>Supported</li> <li>Valid</li> <li>Validity</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</a></li> </ul> </li> <li>Education.com [requires a free account](education.com)               <ul style="list-style-type: none"> <li><a href="#">RI.7.8 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (Lessons)</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">RI.7.8 Curriculum Documents</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>After reading a selected text, have students create a table listing claims supported with evidence from the text on one side and claims not supported with evidence from the text on the other side. Use classroom observations to determine mastery.</li> <li>After identifying claims supported with evidence from the text, ask students to identify and list the specific text that supports the claims made in the text.</li> </ul> </li> <li><b>Videos</b></li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- EG Videos (egvideos.com)
  - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas – RI.7.8](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims \(Videos\)](#)
- YouTube by McGraw Hill PreK-12
  - [Claims and Supporting Evidence](#)
- Khan Academy (khanacademy.com)
  - [What is an argument?](#)
- YouTube by Mr. Woodland
  - [Arguments and Claims Rap](#)
- YouTube by Geneisha Buggage
  - [Supporting Inferences About Informational Text](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.7.9 Compare and contrast how different texts on the same topic present the details.		A.RI.7.9.a Compare information provided by authors of two different texts on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.9.a (A) Compare information provided by authors of two different texts on the same topic.	A.RI.7.9.a (B) Identify a key piece of information provided by authors of two different texts on same subject.	A.RI.7.9.a (C) Identify a detail provided by the authors.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Differentiate between factual and fictional information.</li> <li>Understand that some information found in books or on the internet may not be factual.</li> <li>Use a variety of resources to distinguish fact from fiction.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Accurate</li> <li>Compare</li> <li>Contrast</li> <li>Details</li> <li>Difference</li> <li>Event</li> <li>Perspective</li> <li>Point of view</li> <li>Similar</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>Websites, articles, and other collections           <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li><a href="#">RI.7.9 Lesson Plans Templates</a></li> </ul> </li> <li>Broward County Public Schools, Fort Lauderdale, Florida (browardschools.com)               <ul style="list-style-type: none"> <li><a href="#">Comparing and Contrasting Two Texts</a></li> </ul> </li> <li>E Reading Worksheets (ereadingworksheets.com)               <ul style="list-style-type: none"> <li><a href="#">Compare and Contrast Texts</a></li> <li><a href="#">Text Structure Worksheets</a></li> </ul> </li> <li>Worksheet Land (worksheetland.com)               <ul style="list-style-type: none"> <li><a href="#">Compare and Contrast Worksheet Dinosaurs</a></li> </ul> </li> <li>Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li><a href="#">Seventh Grade English Language Arts: RI.7.9</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- [RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts \(Lessons\).](#)

- **Activities**

- Have the student dissect portions of extracted text to analyze similarities and differences in concepts and themes. For example, the student analyzes specific language used within two different text examples appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. The student may additionally compare selected language and/or create word/sentence alternatives to alter tone.
- Have students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words.
- Give the student two brief descriptions of an historical event and have them select a statement from choices about what was different between the two accounts.
- After a shared reading of two informational texts on the same topic, have the student select from choices one fact that was the same in both.

- **Videos**

- EG Videos (egvideos.com)
  - [Mississippi - Grade 7 - Reading: Informational Text - Synthesize Ideas – RI.7.9](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts \(Videos\).](#)
- The Bazillions YouTube Channel
  - [Similes and Metaphors](#)
- McGraw Hill PreK-12 YouTube Channel
  - [Fun Animation Explaining How To Compare and Contrast Nonfiction Texts](#)
- Smrt English YouTube Channel
  - [Compare and Contrast](#)
- Joselyn Quinn YouTube Video YouTube Channel
  - [RL 7.2 and 7.9 Standard](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.7.10 Demonstrate understanding while actively reading or listening to literary nonfiction.		A.RI.7.10.a Identify two or more characteristics of literary nonfiction while actively reading or listening to the text being read aloud.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.7.10.a (A) Identify two or more characteristics of literary nonfiction while actively reading or listening to the text being read aloud.	A.RI.7.10.a (B) Identify a characteristic of literary nonfiction while actively reading or listening to the text being read aloud.	A.RI.7.10.a (C) Identify a detail from a nonfiction text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Read independently.</li> <li>• Look for evidence and/or examples to support the author’s claims.</li> <li>• Differentiate between factual and fictional information.</li> <li>• Understand that some information found in books or on the internet may not be factual.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Drama</li> <li>• Fluency</li> <li>• Genre</li> <li>• Literature</li> <li>• Nonfiction Poetry</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.10 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range (Lessons).</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> <li>▪ <a href="#">7<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.7.10 Curriculum Documents</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> <li>▪ <a href="#">INSERT Poster to help you monitor thinking as you read</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- **Activities**

- Have readers monitor their own thinking as they read so that they can remember to clarify issues later. Have students use symbols to code the text as they read. The codes may be developed by the teacher or student. The following are examples of codes: + = something new, ? = this confuses me, \*= I knew that. This is a particularly useful strategy when students have their own books and can mark in them. However, students can use sticky notes, separate sheets of paper, or strips of paper in the margins to write the codes on when using a book.
- Assign a text to be read in class. Ask students to rate their understanding of their reading on a scale from 1 to 10 and to list any questions they have about their reading. Then direct students to reread the text and rate their understanding again. Have them indicate which earlier questions they can now answer. Ask students to work in groups of two or three to discuss any unanswered questions they still have. Students who answer the questions should indicate the portion of the text that led them to their answer. Ask students to read the text for a third time and rate their understanding of the passage one last time. Discuss any remaining questions with the entire class.
- Have students engage in a variety of discussions &/or Socratic questioning to display competency with regard to this standard. Aligned assessment and feedback of speaking and listening skills also promote growth in this area.
- Have students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences that may be drawn.

- **Videos**

- YouTube by Home School Helpers
  - [Analyzing Text Structures](#)
- YouTube by eSparkLearningVideos
  - [Interactions of Individuals, Events and Ideas Framing Video](#)
- YouTube by Grammar Songs by Melissa
  - [What is Main Idea?](#)
- YouTube by Gulfport School District SD Instructional Programs
  - [Writing Arguments and Trace & Evaluate the Argument](#)
- YouTube by Lincoln Learning Solutions
  - [Understanding Informational Texts](#)
- YouTube by ClickView
  - [What are Informative Texts?](#)
- Khan Academy (khanaademy.org)
  - [Using Text Features to Locate Information](#)
  - [The Structures of Informational Text](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

[scaffolding as needed at the high end of the range \(Videos\)](#).

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<b>A.W.7.1</b> With guidance and support, write claims about topics or texts.		<b>A.W.7.1.a</b> Given a topic or text, write one claim about it. <b>A.W.7.1.b</b> Write one or more reasons to support a claim about a topic or text. <b>A.W.7.1.c</b> Use temporal words (e.g., first, next, also) to create cohesion. <b>A.W.7.1.d</b> Not applicable <b>A.W.7.1.e</b> Not applicable	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.7.1.a (A)</b> Given a topic or text, write one claim about it.	<b>A.W.7.1.a (B)</b> Given a topic or text, match one claim about it.	<b>A.W.7.1.a (C)</b> Given a topic or text, identify one claim about it.	
<b>A.W.7.1.b (A)</b> Write one or more reasons to support a claim about a topic or text.	<b>A.W.7.1.b (B)</b> Select a reason that supports a claim about a topic or text.	<b>A.W.7.1.b (C)</b> Match a reason to the claim it supports about a topic or text.	
<b>A.W.7.1.c (A)</b> Use temporal words (e.g., first, next, also) to create cohesion.	<b>A.W.7.1.c (B)</b> Select temporal words used to create cohesion (e.g., first, next, also).	<b>A.W.7.1.c (C)</b> Identify temporal words (e.g., first, next, also).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explain why they have an opinion about a particular topic.</li> <li>• Write in complete sentences</li> <li>• Advocate for themselves.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Also</li> <li>• Claim</li> <li>• Create</li> <li>• First</li> <li>• Last</li> <li>• Match</li> <li>• Next</li> <li>• Temporal words</li> <li>• Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</a></li> <li>▪ <a href="#">Oreo Argument</a></li> <li>▪ <a href="#">Should Your School Get Rid of Sports?</a></li> <li>▪ <a href="#">Planning Out Our Claim, Reasons and Evidence</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.1.A Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">W.7.1.B Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.7.1.C Worksheets, Workbooks, Lesson Plans, and Games](#)
- [W.7.1.D Worksheets, Workbooks, Lesson Plans, and Games](#)
- [W.7.1.E Worksheets, Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.7.1 Write arguments to support claims with clear reasons and relevant evidence \(Lessons\)](#).
  - [W.7.1.a Introduce claim\(s\), acknowledge alternate or opposing claims, and organize the reasons and evidence logically \(Lessons\)](#).
  - [W.7.1.b Support claim\(s\) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text \(Lessons\)](#).
  - [W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim\(s\), reasons, and evidence \(Lessons\)](#).
- TeacherVision [requires a free account]([teachervision.com](http://teachervision.com))
  - [7th Grade Writing Lesson Plans Resources](#)
- Engage<sup>ny</sup> ([engageny.org](http://engageny.org))
  - [W.7.1 Curriculum Documents](#)
- English Worksheets Land ([englishworksheetsland.com](http://englishworksheetsland.com))
  - [Discourse Markers Worksheets -Related ELA Standard: W.7.1](#)
  - [Validating Claims with Evidence Worksheets - Related ELA Standard: W.7.1.B](#)
- **Activities**
  - Have students write a claim (e.g., I like pizza.) and support it with multiple statements of relevant evidence (e.g., I buy it at lunch. I eat it all).
  - Have students write a claim (e.g., Saturdays are best.) and support it with a reason (e.g., I get to sleep late).
  - After a discussion of student interests and school rules, have the student complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., We need <claim> because <supportive reason>. We need recess because fun. We need gum because good. We need talk because friends). After each statement, the teacher leads the group in identifying claim and discussion of reason.
  - During shared reading, have the student select a claim about the book (e.g., “This story isn’t true,” or “I know something about this,” or “I heard this before”).
  - After the teacher leads a discussion about whether crackers or pretzels taste better and why, have the student complete a template with teacher guidance using words generated in discussion after snack time (e.g., “Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder]”).
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [W.7.1 Write arguments to support claims with clear reasons and relevant evidence \(Videos\)](#).

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.7.1.a Introduce claim\(s\), acknowledge alternate or opposing claims, and organize the reasons and evidence logically \(Videos\).](#)
- [W.7.b Support claim\(s\) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text \(Videos\).](#)
- [W.7.1.c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim\(s\), reasons, and evidence \(Videos\).](#)
- YouTube by Uplift Education
  - [ELA Lesson 1 – Identify Text Evidence](#)
- YouTube by How to Write in Grades 2-5 & Now Middle School
  - [7.1 The 7th Grade Argumentative Essay](#)
- YouTube By Cleveland School District
  - [ELA RL.7.1 - Mini Lesson Citing Textual Evidence](#)
- YouTube by Caroline Johmann
  - [Making a Claim](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.7.2</b> With guidance and support, write to share information supported by details.</p>		<p><b>A.W.7.2.a</b> Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.  <b>A.W.7.2.b</b> Provide facts, details, or other information related to the topic.  <b>A.W.7.2.c</b> Not applicable  <b>A.W.7.2.d</b> Select domain-specific vocabulary to use in writing about the topic.  <b>A.W.7.2.e</b> Not applicable  <b>A.W.7.2.f</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.7.2.a</b> (A) Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</p>	<p><b>A.W.7.2.a</b> (B) Write to convey ideas about a topic including graphic or multimedia as needed.</p>	<p><b>A.W.7.2.a</b> (C) Communicate ideas and information contributing to a text.</p>	
<p><b>A.W.7.2.b</b> (A) Provide facts, details, or other information related to the topic.</p>	<p><b>A.W.7.2.b</b> (B) Provide facts or details related to the topic.</p>	<p><b>A.W.7.2.b</b> (C) Provide a fact related to the topic.</p>	
<p><b>A.W.7.2.d</b> (A) Select domain-specific vocabulary to use in writing about the topic.</p>	<p><b>A.W.7.2.d</b> (B) Use domain-specific vocabulary when writing about a topic.</p>	<p><b>A.W.7.2.d</b> (C) Identify a domain-specific vocabulary word.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Write down information about a topic.</li> <li>• Discover topics of interest.</li> <li>• Write about favorite topics</li> <li>• Use precise language to inform about or explain a topic.</li> <li>• Draw conclusions from informational text.</li> <li>• Convey information accurately.</li> <li>• Use facts, concrete details, quotations, and examples to share information about a topic.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Domain specific</li> <li>• Analysis</li> <li>• Audience</li> <li>• Cause/effect</li> <li>• Classification</li> <li>• Compare/contrast</li> <li>• Conclusion</li> <li>• Detail</li> <li>• Elaboration</li> <li>• Explanation</li> <li>• Expository information</li> <li>• Multimedia</li> <li>• Tactual</li> <li>• Topic</li> <li>• Visual</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ English Worksheets Land (<a href="http://englishworksheetsland.com">englishworksheetsland.com</a>)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Writing Informative and Explanatory Texts W.7.2.A](#)
- [Making Outlines W.7.2.A](#)
- [Informative Text Topic Writing W.7.2.B](#)
- [Using Transition to Form Relationships W.7.2.C](#)
- [Using Precise Language W.7.2.D](#)
- [Commands W.7.2.D](#)
- [Writing with Informal and Formal Language W.7.2.E](#)
- Education.com [requires a free account] (education.com)
  - [W.7.2.A Worksheets, Workbooks, Lesson Plans, and Games](#)
  - [W.7.2.B Worksheets, Workbooks, Lesson Plans, and Games](#)
  - [W.7.2.C Worksheets, Workbooks, Lesson Plans, and Games](#)
- Better Lesson (betterlesson.com)
  - [W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content \(Lessons\).](#)
- TeacherVision [requires a free account] (teachervision.com)
  - [7th Grade Writing Lesson Plans Resources](#)
- Engage<sup>ny</sup> (engageny.org)
  - [W.7.2 Curriculum Documents](#)
- **Activities**
  - Have the student write a statement about a topic. Then, write sentences with two or more facts or concrete details to accompany selected graphics and multimedia elements.
  - Have the student write on an assigned topic related to an informational text read by the class and include facts about the topic with accompanying illustrations (e.g., When asked to write about the river, the student writes a statement about the topic, identifies pictures of the river to include, and writes one or more related facts).
  - Have the student write about the details that were the same in a story read by the class and video of the same story (e.g., When asked to read and view the video, write about details from the story and the video.).
  - Have the student work with peers to write a report on a science topic (e.g., student writes about climate and the kinds of clothing we wear in different weather) and gather relevant photos and videos from the internet to include in and link to the report.

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Have the student point to symbols on a communication device to communicate information about transportation after school (e.g., “Mom drives”) and select from an online array of relevant photos, which the teacher adds to an online presentation site where the student can independently read, listen, and observe the text created.
- During a unit on rivers, when writing about rivers, ask the student to explain its features accurately and provide appropriate examples by using an online graphic dictionary.
- Have the student work with peers to brainstorm domain-specific words to include in writing and use list when writing about a topic.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content \(Videos\).](#)
  - YouTube by BJ Press Homeschool
    - [Grade 7 Writing and Grammar](#)
  - YouTube by The Eagle’s Nest – Our Classroom
    - [Let’s Write Sentences. \(I Can Write a Complete Sentence.\)](#)
  - YouTube by TwoFish
    - [How to Tell is a Sentence is Written Correctly – Writing Complete Sentences 1<sup>st</sup> grade](#)
  - YouTube by CVOS
    - [Writing Complete Sentences – Aliens Zapping Runons](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.7.3</b> With guidance and support, write about events or personal experiences.</p>		<p><b>A.W.7.3.a</b> Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</p> <p><b>A.W.7.3.b</b> Not applicable</p> <p><b>A.W.7.3.c</b> Use temporal words (e.g., first, then, next) to signal order.</p> <p><b>A.W.7.3.d</b> Use words that describe feelings of people or characters in the narrative.</p> <p><b>A.W.7.3.e.</b> Not applicable</p> <p><b>A.W.7.3.f</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.7.3.a</b> (A) Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.</p>	<p><b>A.W.7.3.a</b> (B) Write a narrative about a real or imagined experience introducing the experience and at least one character.</p>	<p><b>A.W.7.3.a</b> (C) Identify one character in a narrative.</p>	
<p><b>A.W.7.3.c</b> (A) Use temporal words (e.g., first, then, next) to signal order.</p>	<p><b>A.W.7.3.c</b> (B) Communicate about a personal experience using temporal words (e.g., first, then, next) to signal order.</p>	<p><b>A.W.7.3.c</b> (C) Identify temporal words (e.g., first, then, next).</p>	
<p><b>A.W.7.3.d</b> (A) Use words that describe feelings of people or characters in the narrative.</p>	<p><b>A.W.7.3.d</b> (B) Match words that describe feelings of people or characters in the narrative.</p>	<p><b>A.W.7.3.d</b> (C) Communicate about a personal experience.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Retell events in the order of when they occurred.</li> <li>• Write in their journal.</li> <li>• Write about important events in their life.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Event</li> <li>• Feelings</li> <li>• First</li> <li>• Last</li> <li>• Next</li> <li>• People</li> <li>• Temporal words</li> <li>• Then</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.3 Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">W.7.3.A Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.7.3.C Worksheets, Workbooks, Lesson Plans, and Games](#)
- [W.7.3.D Worksheets, Workbooks, Lesson Plans, and Games](#)
- Better Lesson (betterlesson.com)
  - [W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [W.7.3. Lesson Plans and Templates](#)
- Engage<sup>ny</sup> (engageny.org)
  - [W.7.3 Curriculum Documents](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences \(Lessons\).](#)
- Tutorified (tutorified.com)
  - [W.7.3 Worksheet Writing Thank You Note](#)
  - [W.7.3.A Worksheet Establishing a Narrative](#)
  - [W.7.3.B Worksheet Bring Your Narrative to Life](#)
  - [W.7.3.C Worksheet Writing Sequence Changes](#)
  - [W.7.3.D Worksheet Using Precision Wording](#)
- LD Online (ldonline.org)
  - [Reviewing: Making Changes in Writing with Technology](#)
- English Worksheets Land (englishworksheetsland.com)
  - [Establishing a Narrative Writing Piece Worksheets Related ELA Standard: W.7.3.A](#)
  - [Writing Sequence Changes Worksheets Related ELA Standard: W.7.3.C](#)
  - [Using Precision Wording When Writing Worksheets Related ELA Standard: W.7.3.D](#)
- **Activities**
  - After reading and discussing a non-fiction text, have the student write a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).
  - Have the student write about a personal experience (e.g., make [brownies]) writing about himself (me) and mom (mom), and including two events (cooking, eating).
  - After reading and discussing a non-fiction text, have the students generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., Boston Tea Party), the situation (tea tax), the actors (colonists), the actions (got on ships, threw tea in harbor).

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- After reading and discussing a non-fiction text, have the students identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The colonists <did what two things> because <what were they mad about>.)
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences \(Videos\).](#)
  - YouTube by Teaching Without Frills
    - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
    - [Writing a Personal Narrative: Writing a Draft for Kids](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 5: Events](#)
  - YouTube by Sunny Bonnacarrere
    - [How to Write a Personal Experience Story](#)
  - YouTube by Rania English
    - [Descriptive Writing: Describing an Event](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.7.4 With guidance and support, produce writing that is appropriate for the task, purpose, or audience.		A.W.7.4.a Produce writing that is appropriate for the task, purpose, or audience.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.7.4.a (A) Produce writing that is appropriate for the task, purpose, or audience.	A.W.7.4.a (B) Produce writing that is appropriate for the task.	A.W.7.4.a (C) Produce writing.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Organize thoughts in writing.</li> <li>Write in a journal.</li> <li>Write in their own words.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Appropriate</li> <li>Audience</li> <li>Produce</li> <li>Purpose</li> <li>Task</li> <li>Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Education.com (education.com)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</a></li> <li><a href="#">Letters to Next Year's Students</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4. Lesson Plans and Templates</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4 Curriculum Documents</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (Lessons).</a></li> </ul> </li> <li>Tutorified (tutorified.com)                             <ul style="list-style-type: none"> <li><a href="#">W.7.4 Worksheet Production Writing</a></li> </ul> </li> <li>English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li><a href="#">W.7.5. Production Writing</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- **Activities**

- Have students write a note of apology.
- Have students write an assigned topic, providing supporting information as required by the assignment.
- Have students write a short research report stating the topic and providing supporting information as required by the assignment.
- Have students write a poem that has the desired language structure and content.
- Have students write the schedule for the day.
- Ask students to write an e-mail to Mom and Dad about something needed for school.
- Following the reading of a text with predictable structure and content, have students create new text following the structure and content.
- Ask students to use a letter-writing rubric or set of criteria to write a thank you note.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience \(Videos\).](#)
- YouTube by Teaching Without Frills
  - [How to Write for Your Audience - Writing Video for Kids](#)
- YouTube by Bek Galloway
  - [Identify Purpose and Audience](#)
- YouTube by CHS Eagles English
  - [Writing Task, Purpose, and Audience](#)
- YouTube by Miss Power
  - [How to find the purpose, audience, and task](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.7.5 With guidance and support from adults and peers, plan before writing and revise own writing.		A.W.7.5.a Plan by brainstorming before writing and revise own writing by adding more information.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.7.5.a (A) Plan by brainstorming before writing and revise own writing by adding more information.	A.W.7.5.a (B) Plan by brainstorming to strengthen own writing.	A.W.7.5.a (C) Select words from a word bank to write.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Revise a draft of a story that they have written.</li><li>• Create an outline for a writing assignment.</li><li>• Ask someone to proofread their writing.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Journal</li><li>• Plan</li><li>• Revise</li><li>• Writing</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</a></li></ul></li><li>▪ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5. Lesson Plans and Templates</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engageny.org)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5 Curriculum Documents</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed (Lessons).</a></li></ul></li><li>▪ Tutorified (tutorified.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.5 Worksheet Writing Revision</a></li></ul></li><li>▪ English Worksheets Land (englishworksheetsland.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7. Worksheet Writing Revision</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- **Activities**

- After working with the teacher to brainstorm ideas for writing, allow the student to use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.
- After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, have the student add more information to own writing after sharing and getting suggestions from peers.
- After reading a science text, have the student work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.
- Have the student work with peers to brainstorm ideas for writing and put the information in graphic organizer software.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed \(Videos\).](#)
- YouTube by TenMarks Amazon
  - [Tips for Revising Writing](#)
- YouTube by Teaching Without Frills
  - [Editing Your Writing for Kids Video for Elementary Student](#)
- YouTube by Steve Reifman
  - [Teaching Kids About Revising \(Writing Workshop Lesson\)](#)
- YouTube by BJU Press Homeschool
  - [Grade 7 Writing & Grammar](#)
- YouTube by mrsmcg1009
  - [Planning for Writing a Creative Short Story](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
<b>A.W.7.6</b> With guidance and support, use technology, including the internet, to produce writing to interact and collaborate with others.		<b>A.W.7.6.a</b> Use technology, including the internet, to produce writing while interacting and collaborating with others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.7.6.a (A)</b> Use technology, including the internet, to produce writing while interacting and collaborating with others.	<b>A.W.7.6.a (B)</b> Use technology, including the internet, to write and interact with others.	<b>A.W.7.6.a (C)</b> Use technology, including the internet, to participate in group writing projects.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explore tools for drawing, writing, and self-expression.</li> <li>• Do homework on a computer.</li> <li>• Use Google Docs for group writing.</li> <li>• Enhance or emphasize text when writing (e.g., fonts, bold, italicized).</li> <li>• Spell-check a document.</li> <li>• Insert clipart into documents.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Collaborate</li> <li>• Draw</li> <li>• Illustrate</li> <li>• Interact</li> <li>• Internet</li> <li>• Technology</li> <li>• Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.6 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Prewriting</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.6. Lesson Plans and Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.6 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

[and collaborate with others, including linking to and citing sources. \(Lesson\).](#)

- Tutorified (tutorified.com)
  - [W.7.6 Worksheet Citing Sources](#)
- English Worksheets Land (englishworksheetsland.com)
  - [W.7.6 Worksheet Citing Sources](#)
- **Activities**
  - Have the student work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
  - Have students use e-mail to interact with pen pals.
  - Have the student record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.
  - Allow the student to navigate the internet using screen reader software to identify information about a selected topic. Then ask the student to use the information to write using a talking word processor with an alternative keyboard and share what was learned with classmates.
  - Have the student select images from the internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates.
  - Allow the student to use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal.
  - Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. For example, in a science lesson, after visiting websites designated by the teacher (e.g., internet workshop), use a talking word processor to draft notes and then share what was learned with peers.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. \(Videos\).](#)
  - YouTube by Cambridge English
    - [Teach with digital – using digital tools to improve writing](#)
  - YouTube by KWije
    - [Text Structure Techniques - Comparison](#)
  - YouTube by EZ EdYech!
    - [How to Make INTERACTIVE Google Slides \(All the Basics & Then Some!\)](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

Standard		Performance Objectives	
A.W.7.7 With guidance and support, conduct research to answer a question based on multiple sources of information.		A.W.7.7.a Conduct research to answer a question based on multiple sources of information.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.7.7.a (A) Conduct research to answer a question based on multiple sources of information.	A.W.7.7.a (B) Conduct research to answer a question based on one source of information.	A.W.7.7.a (C) Participate in group research and writing activities.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Research information about a topic of interest.</li><li>• Translate what is learned into text.</li><li>• Look up resources for a research project using multiple resources.</li><li>• Learn how to use research tools.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Information</li><li>• Question</li><li>• Research</li><li>• Source</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ BCcampus Open Publishing (opentextbc.ca)<ul style="list-style-type: none"><li>▪ <a href="#">Generating Good Research Questions</a></li></ul></li><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.7 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</a></li></ul></li><li>▪ Reading Rockets (readingrockets.org)<ul style="list-style-type: none"><li>▪ <a href="#">Question-Answer Relationship (QAR)</a></li></ul></li><li>▪ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.7. Lesson Plans and Templates</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engageny.org)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.7 Curriculum Documents</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation (Lessons).</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

- Tutorified (tutorified.com)
  - [W.7.7 Worksheet Answering Research Focused Question](#)
- English Worksheets Land (englishworksheetsland.com)
  - [W.7.7 Worksheet Answering Research Focused Questions](#)
- **Activities**
  - Have the student conduct research using the internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer.).
  - Allow the student to use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the American Revolution?), and then write that information in a group research project.
  - Have the student search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, “How is the sun different from earth?” and the student reads the websites to identify information before writing the answer).
  - Allow the student to use screen reading software to read websites bookmarked by the teacher. While reading, ask the student to capture information and use it to write an answer to a question.
  - Given a text displayed on an interactive whiteboard, have the student work with a peer to identify two facts to include in a group research project.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation \(Videos\).](#)
  - YouTube by Teaching Without Frills
    - [Writing Videos for Kids: How to Evaluate Sources for Reliability](#)
  - YouTube by Steely Library NKU
    - [Developing a Research Question](#)
  - YouTube by PBS Western Reserve
    - [projectRESEARCH: Consider the Source -- Understanding Information \(Student Video\)](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

Standard		Performance Objectives	
A.W.7.8 With guidance and support, identify quotes providing relevant information about a topic from multiple print or digital sources.		A.W.7.8.a Select quotes from multiple print or digital sources that provide important information about a topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.7.8.a (A) Select quotes from multiple print or digital sources that provide important information about a topic.	A.W.7.8.a (B) Select quotes from print or digital sources that provide information about a topic.	A.W.7.8.a (C) Select a quote from print or digital sources.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Write a book report.</li> <li>• Use the internet to find information.</li> <li>• Understand that information can found in a variety of resources.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Digital sources</li> <li>• Information</li> <li>• Quotation Marks</li> <li>• Quote</li> <li>• Print sources</li> <li>• Relevant</li> <li>• Sources</li> <li>• Statement</li> <li>• Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.8 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ BCcampus Open Publishing (opentextbc.ca)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Generating Good Research Questions</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Question-Answer Relationship (QAR)</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.8. Lesson Plans and Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.8 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

[and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation \(Lessons\).](#)

- Tutorified (tutorified.com)
  - [W.7.8 Worksheet Answering Research Focused Question](#)
- English Worksheets Land (englishworksheetsland.com)
- **Activities**
  - Given a collection of books, have the student search for quotes that state conclusions on an assigned topic and write notes on the information they provide.
  - Given a selection of quotes from a text on a given topic, have the student identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.
  - During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation \(Videos\).](#)
  - YouTube by Teaching Without Frills
    - [Writing Videos for Kids: How to Evaluate Sources for Reliability](#)
  - YouTube by IDEA
    - [9 - Learning how to find, evaluate, and use resources to explore a topic in depth](#)
  - YouTube by Kyle Pullano
    - [Integrate Information from Multiple Sources](#)
  - YouTube by Teach Channel
    - [Comparing and contrasting contents of materials viewed from sources of information](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

Standard		Performance Objectives	
<p><b>A.W.7.9</b> With guidance and support, use information from literary and informational text to support writing.</p>		<p><b>A.W.7.9.a</b> Apply <i>MS AAAS of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”).</p> <p><b>A.W.7.9.b</b> Apply <i>MS AAAS of Grade 7 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.7.9.a (A)</b> Apply <i>MS AAAS of Grade 7 Reading Standards</i> to literature (e.g., “Recognize the difference between fictional characters and nonfictional characters”).</p>	<p><b>A.W.7.9.a (B)</b> Match fictional and non-fictional characters.</p>	<p><b>A.W.7.9.a (C)</b> Match non-fictional characters.</p>	
<p><b>A.W.7.9.b (A)</b> Apply <i>MS AAAS of Grade 7 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).</p>	<p><b>A.W.7.9.b (B)</b> Use relevant and sufficient evidence for supporting a claim.</p>	<p><b>A.W.7.9.b (C)</b> Recognize a claim.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Gather information on a favorite topic.</li> <li>• Make a list of their favorite books.</li> <li>• Find a book in the library.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Characters</li> <li>• Claim</li> <li>• Different</li> <li>• Evidence</li> <li>• Fictional</li> <li>• Non-fictional</li> <li>• Relevant</li> <li>• Sufficient</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.9 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

- [W.7.9. Lesson Plans and Templates](#)
- Engage<sup>ny</sup> (engageny.org)
  - [W.7.9 Curriculum Documents](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research \(Lessons\).](#)
- Tutorified (tutorified.com)
  - [W.7.9 Worksheet Graphic Organizer](#)
- English Worksheets Land (englishworksheetsland.com)
  - [W.7.9 Applying Grade 7 Reading Standards](#)
- **Activities**
  - After reading a book and identifying which characters are fictional, have the student use the information in the book to make a list of the characteristics of the characters.
  - After reading a story and seeing a video of the same story, write to compare the two.
  - After reading a story and a topically related history text, have the student complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text and people in a topically related nonfiction text and what is the same.
  - After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, have the student use the information in writing about the characters.
  - Have the student write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text.
  - After highlighting the claims from a list that were found in an informational text, ask the student to write about the best claim and what makes it best.
  - After reading a print ad or commercial and selecting from a list of claims found in the commercial or advertisement, ask the student to write the claims selected and what makes them exaggerated.
  - After identifying a claim in a print ad, have the student write the claim and, with teacher guidance and support, explain how it is exaggerated.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research \(Videos\).](#)
  - YouTube by JedidiahVilla
    - [Literary and Informational Texts](#)
  - YouTube by Lincoln Learning Solutions
    - [Understanding Informational Texts](#)
  - YouTube by Mometrix Academy

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Research to Build Present Knowledge

- [Literature: Informative Texts](#)
- YouTube by PowToon
  - [Using Text Evidence](#)
- YouTube by Mr. S – Upper Elementary
  - [Informative Writing - Introduction](#)
- YouTube by Bloom Edu
  - [Textual Evidence](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Writing  
 CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
A.W.7.10 With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		A.W.7.10.a Write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.7.10.a (A) Write routinely for a variety of tasks, purposes, and audiences.	A.W.7.10.a (B) Write routinely for a variety of tasks.	A.W.7.10.a (C) Communicate routinely in ways that are linked to writing for a variety of purposes and audiences.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Write name and date in classroom journal each day.</li> <li>• Make a list of supplies.</li> <li>• Write their name on their personal items.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Audiences</li> <li>• Date</li> <li>• Journal</li> <li>• Name</li> <li>• Purposes</li> <li>• Routinely</li> <li>• Tasks</li> <li>• Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10. Lesson Plans and Templates</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (Lessons).</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Worksheet Extended Writing Assignments</a></li> </ul> </li> <li>▪ English Worksheets Land (englishworksheetsland.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.7.10 Grade 7 Worksheets Extended Writing Assignments</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Writing

CONCEPT: Range of Reading and Level of Text Complexity

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- **Activities**

- Ask the student to send an e-mail to a friend.
- Have students write labels to go with a display for a group research project.
- Using a multiple message voice output device and given modeling from an adult communication partner, have the student use the device to make comments during shared reading which are added to a written summary of the text.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [W.7.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences. \(Videos\).](#)
- YouTube by Teaching Without Frills
  - [How to Write for Your Audience- Writing Video for Kids](#)
- YouTube by CHS Eagles English
  - [Writing: Task, Purpose, and Audience](#)
- YouTube by Vicky Mafed
  - [Purpose, Audience Form \(P.A.F.\)](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.7.1 Engage in collaborative discussions.		<p>A.SL.7.1.a Come to discussions prepared to share information.</p> <p>A.SL.7.1.b Follow simple, agreed-upon rules for discussions and carry out assigned roles.</p> <p>A.SL.7.1.c Remain on the topic of the discussion when answering questions or making other contributions to a discussion.</p> <p>A.SL.7.1.d Acknowledge new information expressed by others in a discussion.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.7.1.a (A) Come to discussions prepared to share information.	A.SL.7.1.a (B) Share information while participating in a discussion.	A.SL.7.1.a (C) Express information in a discussion.	
A.SL.7.1.b (A) Follow simple, agreed-upon rules for discussions and carry out assigned roles.	A.SL.7.1.b (B) Participate in a discussion using an assigned role.	A.SL.7.1.b (C) Participate in a discussion.	
A.SL.7.1.c (A) Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	A.SL.7.1.c (B) Contribute at least one related comment in a discussion.	A.SL.7.1.c (C) Repeat information in a discussion.	
A.SL.7.1.d (A) Acknowledge new information expressed by others in a discussion.	A.SL.7.1.d (B) Repeat new information in a discussion.	A.SL.7.1.d (C) Use non-verbal cues to acknowledge new information in a discussion.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Participate in classroom discussions.</li> <li>• Move a conversation forward when new information is presented.</li> <li>• Participate in discussions with family and friends.</li> <li>• Recall information learned during a discussion.</li> <li>• Communicate with others at social gatherings.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge</li> <li>• Answer</li> <li>• Ask</li> <li>• Collaborate</li> <li>• Communicate</li> <li>• Conversation</li> <li>• Discuss</li> <li>• Engage</li> <li>• Information</li> <li>• Nod</li> <li>• Recall</li> <li>• Repeat</li> <li>• Role</li> <li>• Rules</li> <li>• Share</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Websites, articles, and other collections <ul style="list-style-type: none"> <li>▪ Edutopia (edutopia.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [Teaching Your Students How to Have a Conversation](#)
- The Autism Helper (theautismhelper.com)
  - [Teaching Conversation Skills](#)
- We Are Teachers (weareteachers.com)
  - [13 Strategies to Improve Student Classroom Discussions](#)
- **Activities**
  - Have students discuss the understood roles and rules of conversation.
  - Have students practice conversations with classmates or supportive adults in the school building.
  - Probe for more details during a classroom discussion.
  - Have students take turns telling their account of a shared event.
- **Videos**
  - YouTube by Susan Jones Teaching
    - [Speaking and Listening Skills](#)
    - [Focus Lesson on Talk Moves](#)
  - YouTube by Autism Life Skills Videos
    - [Reciprocal Conversation](#)

COURSE: Alternate English Language Arts Seventh Grade  
 DOMAIN: Speaking and Listening  
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.7.2 Identify details related to the main idea of a text presented orally or through other media.		A.SL.7.2.a State the main idea from a presentation. A.SL.7.2.b Match related details to the main idea of a presentation.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.7.2.a (A) State the main idea from a presentation.	A.SL.7.2.a (B) Locate the main idea from a presentation.	A.SL.7.2.a (C) Repeat the main idea from a presentation.	
A.SL.7.2.b (A) Match related details to the main idea of a presentation.	A.SL.7.2.b (B) Select related details to the main idea of a presentation.	A.SL.7.2.b (C) Restate related details to the main idea of a presentation.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Follow oral directions correctly.</li> <li>Recall details of a story told by a classmate.</li> <li>Restate details of a movie or television show.</li> <li>Answer questions about a story or other information that is read aloud.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Detail</li> <li>Locate</li> <li>Main idea</li> <li>Match</li> <li>Orally</li> <li>Presentation</li> <li>Repeat</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Prodigy (prodigygame.com)               <ul style="list-style-type: none"> <li><a href="#">Teaching Media Literacy</a></li> </ul> </li> <li>Media Smarts (mediasmarts.ca)               <ul style="list-style-type: none"> <li><a href="#">Media Literacy Fundamentals</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Provide students with opportunities to hear stories or directions read aloud.</li> <li>Ask questions after reading aloud.</li> <li>Share videos of read-a-louds and have students ask and answer questions about what they heard.</li> <li>Provide students with opportunities to explore different types of media.</li> <li>Ask recall questions following the presentation of information through different types of media.</li> <li>Share recordings and have students ask and answer questions about what they heard.</li> </ul> </li> <li><b>Videos</b> <ul style="list-style-type: none"> <li>YouTube by EasyTeaching               <ul style="list-style-type: none"> <li><a href="#">Main Idea, Summarizing and Reading Strategies</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- YouTube by Ms. Walsh's 3<sup>rd</sup> Grade
  - [How to Find the Main Idea and Key Details](#)
- YouTube by Teaching Without Frills
  - [Asking and Answering Questions](#)
- YouTube by Education Galaxy
  - [Reading - Ask and Answer Questions](#)
- YouTube by Reading Horizons
  - [How to Modify Reading Instruction to Meet the needs of Students in Special Education](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.7.3 Determine whether the claims made by a speaker are fact or opinion.		A.SL.7.3.a Determine if given information is a fact. A.SL.7.3.b Determine if given information is an opinion. A.SL.7.3.c Differentiate between fact and opinion.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.7.3.a (A) Determine if given information is a fact.	A.SL.7.3.a (B) Recognize a fact when it is presented.	A.SL.7.3.a (C) Restate a fact when it is presented.	
A.SL.7.3.b (A) Determine if given information is an opinion.	A.SL.7.3.b (B) Recognize an opinion when it is presented.	A.SL.7.3.b (C) Restate an opinion when it is presented.	
A.SL.7.3.c (A) Differentiate between fact and opinion.	A.SL.7.3.c (B) Recognize when both facts and opinions are presented.	A.SL.7.3.c (C) Match facts and opinions	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Determine if a news story or political speech includes facts and/or opinion.</li> <li>Make decisions about beliefs based on facts and opinions.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Determine</li> <li>Fact</li> <li>False</li> <li>Information</li> <li>Match</li> <li>Opinion</li> <li>Restate</li> <li>True</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>ReadWriteThink (readwritethink.org)                             <ul style="list-style-type: none"> <li><a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>Common Sense Education (commonsense.org)                             <ul style="list-style-type: none"> <li><a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> <li>What I Have Learned (whatihavelearnedteaching.com)                             <ul style="list-style-type: none"> <li><a href="#">7 Ways to Introduce Opinion Writing To Elementary Students</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Have students present topics including facts and opinions.</li> <li>Ask students to describe their favorite movie or television episode using facts and opinions.</li> <li>Have students watch a brief news program, recall as many details as possible, and determine if they are fact or opinion.</li> </ul> </li> <li><b>Videos</b> <ul style="list-style-type: none"> <li>YouTube by EasyTeaching</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [Fact and Opinion - Reading Strategies](#)
- YouTube by Teaching Without Frills
  - [Fact or Opinion for Kids](#)
- YouTube by Groobles Media
  - [How to Prepare Your Oral Presentation](#)
- YouTube by Wanna Know
  - [Power Point Tutorial for Kids](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.7.4 Present findings on a topic including relevant descriptions, facts, or details.		A.SL.7.4.a Present using descriptive details of a given topic. A.SL.7.4.b Use facts in the presentation of a given topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.7.4.a (A) Present using descriptive details of a given topic.	A.SL.7.4.a (B) Present using at least one detail of a given topic.	A.SL.7.4.a (C) Select a detail from a given topic.	
A.SL.7.4.b (A) Use facts in the presentation of a given topic.	A.SL.7.4.b (B) Include at least one fact when presenting a given topic.	A.SL.7.4.b (C) Restate a fact when presenting a given topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Restate the plot of a favorite show or movie.</li> <li>• Include important details when relaying information.</li> <li>• Use descriptive details to share information learned on the news.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Detail</li> <li>• Fact</li> <li>• Present</li> <li>• Restate</li> <li>• Share</li> <li>• Tell</li> <li>• Topic</li> <li>• Describe</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ ReadWriteThink (readwritethink.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>▪ Common Sense Education (commonsense.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> <li>▪ What I Have Learned (whatihavelearnedteaching.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">7 Ways to Introduce Opinion Writing to Elementary Students</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students present using multimedia presentation software or aloud in classroom.</li> <li>▪ Ask students to describe their favorite movie or television episode using as many details as possible.</li> <li>▪ Have students watch a brief news program and recall as many details as possible.</li> <li>▪ Have students research a familiar or shared topic and find facts and supporting details to present.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>▪ YouTube by EasyTeaching                             <ul style="list-style-type: none"> <li>▪ <a href="#">Fact and Opinion - Reading Strategies</a></li> </ul> </li> <li>▪ YouTube by Teaching Without Frills</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [Fact or Opinion for Kids](#)
- YouTube by Virtual School Bahamas
  - [Fact and Opinion](#)
- Groobles Media
  - [How to Prepare Your Oral Presentation](#)
- YouTube by Wanna Know
  - [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
  - [How to Make a Video: Film and Edit Tips for Kids](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.7.5</b> Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.		<b>A.SL.7.5.a</b> Record audio to share specific details in a presentation. <b>A.SL.7.5.b</b> Choose pictures or other visuals and share specific details in a presentation.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.7.5.a (A)</b> Record audio to share specific details in a presentation.	<b>A.SL.7.5.a (B)</b> Record own voice to share specific details in a presentation.	<b>A.SL.7.5.a (C)</b> Select audio with specific details to share in a presentation.	
<b>A.SL.7.5.b (A)</b> Choose pictures or other visuals and share specific details in a presentation.	<b>A.SL.7.5.b (B)</b> Choose pictures or other visuals to share at least one specific detail in a presentation.	<b>A.SL.7.5.b (C)</b> Select pictures or other visuals to share at least one specific detail in a presentation.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Show connections between television and self-selected videos for presentation.</li> <li>• Show connections between radio or other audio and own recorded voice for the purposes of presentation.</li> <li>• Identify important details for a presentation.</li> <li>• Compare own video and audio recordings to music and television.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Audio</li> <li>• Choose</li> <li>• Compare</li> <li>• Connection</li> <li>• Detail</li> <li>• Pictures</li> <li>• Presentation</li> <li>• Record</li> <li>• Specific</li> <li>• Video</li> <li>• Visual</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ ReadWriteThink (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>▪ Common Sense Education (commonsense.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students present a familiar topic focusing on several specific details.</li> <li>▪ Ask students to bring collectables or souvenirs to share specific details as part of recorded audio or video presentation.</li> <li>▪ Provide multiple opportunities for students to record their own audio and video for the purpose of presentation.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>▪ YouTube by Common Sense Education</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [Sharing Private and Personal Information](#)
- YouTube by Wanna Know
  - [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
  - [How to Make a Video: Film and Edit Tips for Kids](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.7.6</b> Communicate precisely (i.e., provide complete information) or efficiently (i.e., provide concise information) as required by the context, task, and communication partner.		<b>A.SL.7.6.a</b> Express complete information to a communication partner. <b>A.SL.7.6.b</b> Express concise information to a communication partner without irrelevant details.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.7.6.a (A)</b> Express complete information to a communication partner.	<b>A.SL.7.6.a (B)</b> Provide at least two complete statements to a communication partner.	<b>A.SL.7.6.a (C)</b> Share at least one complete statement or idea to a communication partner.	
<b>A.SL.7.6.b (A)</b> Express concise information to a communication partner without irrelevant details.	<b>A.SL.7.6.b (B)</b> Provide at least two concise statements to a communication partner without irrelevant details.	<b>A.SL.7.6.b (C)</b> Share at least one concise statement to a communication partner without irrelevant details.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Stay on topic in a shared conversation.</li> <li>Communicate necessary information to meet a need or want.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Communicate</li> <li>Complete</li> <li>Concise</li> <li>Express</li> <li>Share</li> <li>Statement</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Edutopia (edutopia.org)               <ul style="list-style-type: none"> <li><a href="#">Teaching Your Students How to Have a Conversation</a></li> </ul> </li> <li>The Autism Helper (theautismhelper.com)               <ul style="list-style-type: none"> <li><a href="#">Teaching Conversation Skills</a></li> </ul> </li> <li>We Are Teachers (weareteachers.com)               <ul style="list-style-type: none"> <li><a href="#">13 Strategies to Improve Student Classroom Discussions</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Have students practice conversations with classmates or supportive adults, sharing only the information needed.</li> <li>Have students take turns telling their account of a shared event using only short, concise information.</li> </ul> </li> <li><b>Videos</b> <ul style="list-style-type: none"> <li>YouTube by Susan Jones Teaching               <ul style="list-style-type: none"> <li><a href="#">Speaking and Listening Skills</a></li> <li><a href="#">Focus Lesson on Talk Moves</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- YouTube by Holly Bullock
  - [The Simple Summary](#)
- YouTube by Autism Life Skills Videos
  - [Reciprocal Conversation](#)
- YouTube by Edutopia
  - [Encouraging Academic Conversations with Talk Moves](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.7.1 Demonstrate standard English grammar and usage when communicating.		A.L.7.1.a Not applicable A.L.7.1.b Produce complete simple sentences when writing or communicating. A.L.7.1.c Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.7.1.b (A) Produce complete simple sentences when writing or communicating.	A.L.7.1.b (B) Identify different types of sentences and when to use them.	A.L.7.1.b (C) Identify a sentence.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Engage in real-life learning by participating in a research project.</li> <li>Participate in reading circles and be able to share ideas effectively.</li> <li>Communicate effectively with friends.</li> <li>Better understand products when reading advertisements.</li> <li>Communicate more effectively (i.e., writing and speaking).</li> <li>Understand directions on a map.</li> <li>Understand the meaning of a written document.</li> <li>Produce grammatically correct writing.</li> <li>Use correct grammar when speaking.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Communicating</li> <li>Complete</li> <li>Produce</li> <li>Simple</li> <li>Sentences</li> <li>Writing</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li><a href="#">Reading 101: A Guide to Teaching Reading and Writing</a></li> </ul> </li> <li>Reading and Writing Haven (readingandwritinghaven.com)                             <ul style="list-style-type: none"> <li><a href="#">How to Teach Sentence Structure: Simple, Compound, Complex, Compound-Complex</a></li> </ul> </li> <li>Language Arts Classroom (languageartsclassroom.com)                             <ul style="list-style-type: none"> <li><a href="#">Writing Complete Sentences: Helping Students with Incomplete Sentence Structure</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Have the student write about personal experiences using simple sentences (e.g., I went to the mall) and complex sentences (e.g., I got a CD, a shirt, and a game).</li> <li>Ask the student to produce simple complete sentences when writing or communicating.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- Have the student to respond to questions using standard grammar.
- Have the student request help using a complete simple sentence.
- Have the student use multiple word utterances when writing or communicating (e.g., Say, “I want that one” when asked to make a choice).
- Ask the student to follow simple commands delivered verbally or by gesture, sign, or other form of communication.
- Ask the student to indicate understanding of a statement by the teacher or a peer by responding to the statement (e.g., nod in agreement, answer question).
- **Videos**
  - YouTube by The Eagle’s Nest – Our Online Classroom
    - [Let's Write Sentences. \(I Can Write A Complete Sentence.\)](#)
  - YouTube by Oxford Online English
    - [English Sentence Structure - English Grammar Lesson](#)
  - YouTube by GrammarSongs by Melissa
    - [Simple, Compound Sentences | Award Winning Teaching Compound Sentences | What is a Compound Sentence](#)
  - YouTube by Chloe Eum
    - [Simple and Compound Sentences for Kids](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.7.2 Demonstrate understanding of conventions of standard English.		A.L.7.2.a Use end punctuation when writing a sentence or question. A.L.7.2.b Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.7.2.a (A) Use end punctuation when writing a sentence or question.	A.L.7.2.a (B) Use a period to end a sentence.	A.L.7.2.a (C) Participate in shared writing of sentences	
A.L.7.2.b (A) Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	A.L.7.2.b (B) Spell common sight words correctly.	A.L.7.2.b (C) Select the correct spelling of a common sight word when given two choices.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Spell words phonetically.</li> <li>• Ask questions to acquire information.</li> <li>• Communicate clearly and avoid errors that sound strange.</li> <li>• Effectively get original thoughts and ideas out to others.</li> <li>• Communicate clearly to get what you want.</li> <li>• Understand the rules of language and apply them effectively to get original thoughts and ideas out to others.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Common spelling patterns</li> <li>• Common sight words</li> <li>• Drawing on knowledge</li> <li>• End punctuation</li> <li>• Letter-sound relationships</li> <li>• Period</li> <li>• Phonetically</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.2 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for Mississippi Standard L.7.2.a</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [L.7.2 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.7.2 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.7.2 Worksheet Adding Appositive](#)
  - [L.7.2.B Worksheet Spelling](#)
- **Activities**
  - When writing a journal entry, ask the student to end each sentence appropriately with a period.
  - When writing about an observation in science class that includes two or more sentences, have the student end each with a period appropriately.
  - When writing a short note or e-mail to a friend, ask the student to include a question and two or three short sentences and use correct ending punctuation.
  - Ask the student to write a single sentence about an observation during science class and use a period correctly at the end of the sentence.
  - Have the student write a note to a friend correctly punctuating the sentence.
  - Have the student spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. \(Videos\).](#)
  - YouTube by BJU Press Homeschool
    - [Super Marks: End Punctuation](#)
  - YouTube by Kids Academy
    - [Punctuation in English | Punctuation at the End of a Sentence](#)
  - YouTube by Scratch Garden
    - [Punctuation Explained \(by Punctuation!\)](#)
  - YouTube by Alphablocks
    - [Alphablocks – Learn to Read | Phonetic Spelling | Phonics for Kids](#)
  - YouTube by Rachel's English
    - [Learn the Phonetic Alphabet](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

Standard		Performance Objectives	
A.L.7.3 Use language to achieve desired outcomes when communicating.		A.L.7.3.a Use precise language as required to achieve desired meaning.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.7.3.a (A) Use precise language as required to achieve desired meaning.	A.L.7.3.a (B) Use language to communicate.	A.L.7.3.a (C) Acknowledge and respond to communication.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Ask questions to provide specific information</li> <li>• Describe things, people, and ideas</li> <li>• Inform or persuade others.</li> <li>• Listen and communicate to obtain information to perform a task.</li> <li>• Ask for directions or help to perform an assigned task.</li> <li>• Repeat directions to perform a task.</li> <li>• Follow multi-step verbal directions to complete assigned task.</li> <li>• Communicate to request, comment, and/or share information.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Acknowledge</li> <li>• Communicate</li> <li>• Desired meaning</li> <li>• Language</li> <li>• Precise language</li> <li>• Respond</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy Ideas (literacyideas.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">A Teacher's Guide to Sentence Structure</a></li> </ul> </li> <li>▪ Education and Behavior (Educationandbehavior.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.3. Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">L.7.3.a Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.3 Curriculum Documents</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.3 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

- [L.7.3.A. Worksheet Concise Language](#)

- **Activities**

- Ask the student to use a consistent, language-based approach to communicating a variety of communicative functions (e.g., To make a request, the student says “want more,” “more <desired item>,” or “Can I?”; to refuse, the student says “no way” or “stop it”; to comment, the student says, “That’s cool,” “I like it,” or “gross”).
- Have the student respond to others’ communication using own form of communication (e.g., sign, communication device, single word or speech).
- Given a sentence with an underlined word, ask the student to replace the underlined word with another word that has the same meaning.
- Have the student complete a maze task by using context to fill in missing words.
- Have the student match a word to its meaning and a picture to a word.

- **Videos**

- YouTube by SYSD Tech
  - [Using Precise Language](#)
- YouTube by Jesse Rodriguez
  - [Precise Language](#)
- YouTube by Logic of English
  - [Teaching Struggling Readers and Spellers](#)
- YouTube by TED
  - [How language shapes the way we think | Lera Boroditsky](#)
- YouTube by The Eagle’s Nest – Our Online Classroom
  - [Let’s Write Sentences. \(I Can Write a Complete Sentence\)](#)
- YouTube by English-Easy English Grammar
  - [Teach the Complete Sentence](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives	
<b>A.L.7.4</b> Demonstrate knowledge of word meanings.	<b>A.L.7.4.a</b> Use context to determine which word is missing from a text. <b>A.L.7.4.b</b> Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking). <b>A.L.7.4.c</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. <b>A.L.7.4.d</b> Not applicable	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.L.7.4.a</b> (A) Use context to determine which word is missing from a text.	<b>A.L.7.4.a</b> (B) Choose the missing word to complete the sentence when given three choices.	<b>A.L.7.4.a</b> (C) Point to the missing word in a sentence when given two choices.
<b>A.L.7.4.b</b> (A) Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	<b>A.L.7.4.b</b> (B) Add a beginning or ending to a word and use it appropriately.	<b>A.L.7.4.b</b> (C) Repeat a word with a new beginning or ending when given a model.
<b>A.L.7.4.c</b> (A) Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	<b>A.L.7.4.c</b> (B) Ask for help and use classroom resources when a difficult word is encountered.	<b>A.L.7.4.c</b> (C) Communicate when the meaning of a word is not known.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Use words to predict the meaning of new vocabulary words.</li> <li>• Recognize the meaning of words.</li> <li>• Respond to the meaning of a word in context.</li> <li>• Determine the meaning of words when common affixes (<i>-ing, -ed, -s, -es</i>) are added.</li> <li>• Talk about things in the world.</li> <li>• Read and follow instructions.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Affixes</li> <li>• Clarification</li> <li>• Context</li> <li>• Encountered</li> <li>• Frequently occurring root words</li> <li>• Meaning</li> <li>• Missing</li> <li>• Unfamiliar</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy in Focus (<a href="http://litinfocus.com">litinfocus.com</a>)               <ul style="list-style-type: none"> <li>▪ <a href="#">3 Steps for Teaching Root Words, Prefixes, and Suffixes</a></li> </ul> </li> <li>▪ Teaching with a Mountain View</li> </ul> </li> </ul>		

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [The Complete Guide to Teaching Prefixes and Suffixes](#)
- Read Write Think (readwritethink.org)
  - [Lesson Plan Improve Comprehension: A Word Game Using Root Words and Affixes](#)
- Reading Rockets (readingrockets.org)
  - [Use Words to Teach Words](#)
- Better Lesson (betterlesson.com)
  - [L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.](#)
- Education.com [requires a free account] (education.com)
  - [L.7.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage<sup>ny</sup> (engageny.org)
  - [L.7.4 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.7.4 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.7.4.A Worksheet Context Clues](#)
  - [L.7.4.B Worksheet Affixes and Roots](#)
  - [L.7.4.C Worksheet Pronunciation and Meaning](#)
  - [L.7.4.D Worksheet Inferring Meaning](#)
- **Activities**
  - Have the student use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.
  - Ask the student to use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
  - Allow the student to look up an unfamiliar word in a primary dictionary to check the meaning.
  - While reading, have the student point to an unfamiliar word and ask about it.
  - Have the student use a bulletin board created by a teacher to clarify the meaning of an unfamiliar word encountered while reading.
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies](#)
  - Khan Academy (khanacademy.org)
    - [Using context clues to figure out new words | Reading](#)
    - [What are affixes? | Reading](#)
  - YouTube by McGraw Hill PreK-12
    - [Context Clues – Introduction to Reading Skills](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- YouTube by SmartBrainChild Sunday
  - [Root Words – Vocabulary for Kids](#)
- YouTube by Danielle Hamilton
  - [Prefixes, root words, and suffixes](#)
- YouTube by Reading Rockets
  - [List-Group-Label](#)
- YouTube by eSparkLearningVideos
  - [Learning: Unknown Words](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.7.5 Demonstrate understanding of word relationships and use.		A.L.7.5.a Identify the literal and nonliteral meanings of words in context. A.L.7.5.b Demonstrate understanding of synonyms and antonyms. A.L.7.5.c Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.7.5.a (A) Identify the literal and nonliteral meanings of words in context.	A.L.7.5.a (B) Choose the literal meaning of words and phrases in context from three choices.	A.L.7.5.a (C) Point to the real meaning of a word or phrase in a text from two choices.	
A.L.7.5.b (A) Demonstrate understanding of synonyms and antonyms.	A.L.7.5.b (B) Use three words that I have been taught with similar and/or opposite meanings.	A.L.7.5.b (C) Repeat words with similar and/or opposite meanings when given a model.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Recognize the meaning of words.</li> <li>Communicate effectively to share information or respond to comments from others.</li> <li>Understand words that have similar and/or different meanings.</li> <li>Make comparisons of things.</li> <li>Make real life connections to stories read in class.</li> <li>Explain things and events based upon various relationships.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Antonym</li> <li>Emotional states</li> <li>In context</li> <li>Literal meaning</li> <li>Nonliteral meaning</li> <li>Opposite</li> <li>Personal</li> <li>Phrases</li> <li>Real-life connections</li> <li>Sentence level context</li> <li>Similar</li> <li>Synonym</li> <li>Words</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li><a href="#">L.7.5 Lesson Plan Templates</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (Lesson).</a></li> </ul> </li> <li>Nearpod [requires a free account] (nearpod.com)                             <ul style="list-style-type: none"> <li><a href="#">Resource Library for Mississippi Standard L.7.4.c</a></li> <li><a href="#">Resource Library for Mississippi Standard L.7.4.d</a></li> </ul> </li> <li>Education.com (education.com)                             <ul style="list-style-type: none"> <li><a href="#">L.7.5 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- English Worksheets Land ([englishworksheetsland.com](http://englishworksheetsland.com))
  - [Figures of Speech Worksheets Related ELA Standard: L.7.5.A](#)
- Engage<sup>ny</sup> ([engageny.org](http://engageny.org))
  - [L.7.5 Curriculum Documents](#)
- Tutorified ([tutorified.com](http://tutorified.com))
  - [L.7.5.A Worksheet Figures of Speech](#)
  - [L.7.5.B Worksheet Word Relationships](#)
  - [L.7.5.C Worksheet Commonly Confused Words](#)
- **Activities**
  - Give the student a set of words. Ask them to match those that are synonyms (angry = mad; begin = start) and antonyms (near ≠ far; light ≠ dark).
  - Give the student common words and ask them to sort them into categories (e.g., hot versus cold items, big versus small items).
  - Give students a list of words and ask them to come up with words that are opposites (e.g., cold/hot, big/small, bright/dark, etc.).
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings \(Videos\)](#).
  - Study.com ([study.com](http://study.com))
    - [Making Real-Life Connections Between Words & Their Use: Lesson for Kids](#)
  - YouTube by Cheyenne Thorton
    - [Word Relationships \(Figurative Language\)](#)
  - YouTube by GrammarSongs by Melissa
    - [Idioms | Award Winning Teaching Video | What Is an Idiom? | Figurative Language](#)
    - [Synonyms | Award Winning Synonym Teaching Video | What are Synonyms?](#)
  - YouTube by Emma Grace
    - [English Lesson #6 | 10 Common Idioms – Examples & Meanings Part 1](#)
    - [English Lesson #7 | 10 Common Idioms – Examples & Meanings Part 2](#)
  - YouTube by Lampofilm
    - [Synonyms for Kids | Words with the Same Meaning](#)

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives	
A.L.7.6 Use general academic and domain-specific words and phrases across contexts.	A.L.7.6.a Use words and phrases that I have learned during my school day.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.L.7.6.a (A) Use words and phrases that I have learned during my school day.	A.L.7.6.a (B) Use words and phrases that I have learned during my school day, when given a prompt.	A.L.7.6.a (C) Pick a new word that I have learned in school from two picture choices.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Fill out a form.</li> <li>• Respond appropriately to <i>if/then</i> questions (i.e., “If it rains, then we stay in”).</li> <li>• Understand jargon words that are important to a particular subject of interest.</li> <li>• Feel comfortable communicating with friends.</li> <li>• Have in-depth conversations with peers.</li> <li>• Recognize the meaning of domain-specific words when conversing with others.</li> <li>• Communicate effectively to share information or respond to comments from others.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Acquired</li> <li>• Conversations</li> <li>• Domain specific words</li> <li>• Shared reading</li> <li>• Specific</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Content Area Vocabulary Learning</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.6 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engage<sup>ny</sup>.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.6 Curriculum Documents</a></li> </ul> </li> </ul> </li> </ul>		

COURSE: Alternate English Language Arts Seventh Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. \(Lessons\).](#)
- Tutorified ([tutorified.com](http://tutorified.com))
  - [L.7.6 Worksheet Vocabulary](#)
- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [L.7.6 Lesson Plans Templates](#)
- **Activities**
  - Have students match new content words to pictures.
  - Ask the student to use graphic organizers to generalize and sort old versus new words.
  - Use photographs to teach new vocabulary to the class, then ask the student to point to the word that matches the picture.
- **Videos**
  - You Tube by RHES Social Media
    - [Determine the meaning of words using context clues](#)
  - LearnZillion [requires a free account] ([learnzillion.com](http://learnzillion.com))
    - [Use vocabulary in a text to deepen your understanding](#)
  - YouTube by PowerUp WHAT WORKS
    - [Embedded Supports to Differentiate Instruction for Struggling Students](#)
  - YouTube by eSpark Learning Videos
    - [Learning: Unknown Words](#)
    - [Context Clues Instructional Video](#)
  - YouTube by Reading Rockets
    - [Unknown Words: Strategies for Discovery](#)
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. \(Videos\).](#)

**Teacher Resource Guide for MS AAAS for Alternate English Language Arts Grade 8**

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.8.1 Cite text to support inferences from stories and poems.		A.RL.8.1.a Cite text to support inferences from stories and poems.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.1.a (A) Cite text to support inferences from stories and poems.	A.RL.8.1.a (B) Identify which evidence from an array of text citations support an inference.	A.RL.8.1.a (C) Indicate whether an example is a citation from the text or not.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Link the meanings of words to explicit information in a text.</li> <li>• Select key evidence for use in writing and speaking.</li> <li>• Refer explicitly to the text as the basis for their answers to questions about the text.</li> <li>• Cite specific details from their reading.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Accurately</li> <li>• Analysis</li> <li>• Cite</li> <li>• Details</li> <li>• Examples</li> <li>• Explicit</li> <li>• Implicit</li> <li>• Infer</li> <li>• Inference</li> <li>• Most strongly</li> <li>• Quote</li> <li>• Support</li> <li>• Textual evidence</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</a></li> </ul> </li> <li>▪ Literacy Ideas for Teachers and students (literacyideas.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">How to Teach Inference</a></li> </ul> </li> <li>▪ Bright Hub Education (brighthouseeducation.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">8 Reading Activities for Eighth Grade Reading Comprehension</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

[from the text \(Lessons\).](#)

- TeacherVision [requires a free account] (teachervision.com)
  - [8<sup>th</sup> Grade Reading Resources](#)
- Scholastic (scholastic.com)
  - [The Guide to 8th Grade: Reading and Writing](#)
- Read Write Think (readwritethink.org)
  - [Classroom Resources Grades 7-8](#)
- Wayland Public Schools, Wayland, MA (wayland.k12.ma.us)
  - [Making Inferences Use your mind to read!](#)
- The Teacher Next Door (the-teacher-next-door.com)
  - 8 Activities to Build Inference Skills
- **Activities**
  - Bring up lots of different scenarios and ask students to tell you what kind of inference they would make in that situation. For example, if we wake up and see tree branches on the ground and lawn chairs turned upside down, we might infer that it was windy last night.
  - Explain to the class how writers do not always completely explain things to us and that we must piece things together like detectives, to figure out what's going on. Talk about how we take all our background knowledge and our experiences and combine this with clues from the text (what the author does tell us). These two things together help make an inference or more fully explain the meaning of the text.
  - Have students work with pictures. Use a newspaper website and ask students to guess what is going on in the pictures before sharing the text.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text \(Videos\).](#)
  - YouTube by Bloom Edu
    - [Making Inferences](#)
  - YouTube by Megan Wilson
    - [Making inferences from poems](#)
  - YouTube by Sabrina Duran
    - [Supporting inferences About Literary Texts](#)
  - Khan Academy (khanacademy.org)
    - [Making inferences in literary texts | Reading](#)

COURSE: Alternate English Language Arts Eight Grade

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CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
<p><b>A.RL.8.2</b> Recount an event related to the theme or central idea, including details about character and setting.</p>		<p><b>A.RL.8.2.a</b> Recount an event related to the theme or central idea, including details about character and setting.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RL.8.2.a (A)</b> Recount an event related to the theme or central idea, including details about character and setting.</p>	<p><b>A.RL.8.2.a (B)</b> Identify an event related to the theme of familiar text.</p>	<p><b>A.RL.8.2.a (C)</b> Identify parts of a familiar story.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Share a favorite story or poem with a peer.</li> <li>• Understand that a theme is developed through word choice.</li> <li>• Focus on a theme when choosing independent reading material.</li> <li>• Understand that the central idea is what a literary text is mostly about.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Central idea</li> <li>• Characterization</li> <li>• Convey</li> <li>• Details</li> <li>• Evidence</li> <li>• Minor theme</li> <li>• Objective</li> <li>• Opinion</li> <li>• Plot</li> <li>• Setting</li> <li>• Summarize</li> <li>• Theme</li> <li>• Fact</li> <li>• Figurative language</li> <li>• Inference</li> <li>• Judgment</li> <li>• Literary devices</li> <li>• Literary genres</li> <li>• Major theme</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.2 Lesson Plans Templates</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

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CONCEPT: Key Ideas and Details

- Engage<sup>ny</sup> (engageny.org)
  - [L.8.2 Curriculum Documents](#)
- Bright Hub Education (brighthouseeducation.com)
  - [8 Reading Activities for Eighth Grade Reading Comprehension](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text \(Lessons\).](#)
- TeacherVision [requires a free account] (teachervision.com)
  - [8<sup>th</sup> Grade Reading Resources](#)
- Scholastic (scholastic.com)
  - [The Guide to 8th Grade: Reading and Writing](#)
- Study.com (study.com)
  - [Ch 2: Analyze Themes: CCSS.ELA-Literacy.RL.8.2](#)
- **Activities**
  - The teacher may need to pre-teach concepts related to the basic story elements (plot, setting, character, conflict, exposition, climax, and resolution) for students to be able to connect these elements with a text’s theme. The following are strategies designed to help the students create these connections:
    - Students can begin synthesizing theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.
    - Somebody/Wanted/But/So—SWBS is a reading strategy that encourages students not to simply retell every part of a story in a summary, but to carefully select the most significant parts. Create the SWBS chart with four columns. Have students discuss and as a group, fill in the chart.
  - As students engage in close reading and analysis of increasingly complex texts, students will require varying amounts of time to complete tasks. Students who complete tasks quickly will deepen their own learning by working as a “peer tutor” within the classroom. When doing so, the teacher listens intently to how the “peer tutor” moves learning forward and provides objective feedback to both parties.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text \(Videos\).](#)
  - McGraw Hill PreK-12 YouTube Channel
    - [How to find the main idea](#)
  - YouTube by Easy Teaching
    - [Main Idea | Summarizing | Reading Strategies](#)

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CONCEPT: Key Ideas and Details

- YouTube by GrammarSongs by Melissa
  - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)
- Education Galaxy Videos (egvideos.com)
  - [Mississippi - Grade 8 - Reading: Literature – Central Idea and Summary - RL.8.2](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.8.3 Identify which incidents in a story or drama lead to subsequent action.		A.RL.8.3.a Identify which incidents in a story or drama lead to subsequent action.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.3.a (A) Identify which incidents in a story or drama lead to subsequent action.	A.RL.8.3.a (B) Given two or more incidents from a book, identify which one led to the other.	A.RL.8.3.a (C) Sequence two or more incidents from a familiar story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Describe how a plot unfolds.</li> <li>Explain character traits.</li> <li>Learn strategies for responding to real-life challenges.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Characterization</li> <li>Challenge</li> <li>Climax</li> <li>Conflict</li> <li>Drama</li> <li>Elements</li> <li>Events</li> <li>How characters change</li> <li>How characters respond</li> <li>Interactions</li> <li>Plot</li> <li>Resolution</li> <li>Rising action</li> <li>Setting</li> <li>Solution</li> <li>Story</li> <li>Structure</li> <li>Turning point</li> <li>Unfold</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li> <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</a></li> </ul> </li> <li>Study.com (study.com)                             <ul style="list-style-type: none"> <li><a href="#">Ch 3: Analyze Dialogue: CCSS.ELA-Literacy.RL.8.3</a></li> </ul> </li> <li>Wisewire (wisewire.com)                             <ul style="list-style-type: none"> <li><a href="#">Grade 8 Playlist: The Impact of Dialogue</a></li> </ul> </li> <li>Bright Hub Education (brighthubeducation.com)                             <ul style="list-style-type: none"> <li><a href="#">8 Reading Activities for Eighth Grade Reading Comprehension</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)</li> </ul> </li> </ul>			

- [RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision \(Lessons\).](#)

- **Activities**

- Have students read a text with the intention of isolating several defining moments in a novel or story in which dialogue or pivotal incidents are involved in propelling the action forward or revealing deeper characteristics of the main characters. Students may choose these defining moments, then creatively present their analyses to the class. Students may also use their work in this activity to prompt more formal paper topics.
- Have students conduct a close read of the chapter or section of text, annotating and highlighting scenes in which the dialogue is particularly rich or the incidents portrayed are symbolic or revealing. Ask students to analyze the key scenes, and how they relate to other story elements (i.e., plot, conflict, character, setting, or theme). Have students note the interactions by writing, discussing, or creating a graphic organizer. Have students explain the connections and interactions in writing.
- Have students choose several of their own defining moments, then write about them only using dialogue, conflict, or symbolic imagery, for example. This can be accompanied by a pre-teaching activity which highlights the difference between “showing vs. telling” in writing. When students practice the skill of writing without “telling,” they can bring a greater level of understanding and experience to their own close reading processes.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision \(Videos\).](#)
- YouTube by Mind Blooming
  - [Story Elements Part 1: Characters, Setting and Events](#)
- YouTube by Geoff Mihalenko
  - [Story Elements – Plot- Main Events – Literacy Short Clips](#)
- Khan Academy ([khanacademy.org](http://khanacademy.org))
  - [The elements of a drama | Reading](#)
- YouTube by Leigha Nunnally
  - [Story Elements](#)
- YouTube by Teaching Independent Learners
  - [Story Elements: Events](#)

COURSE: Alternate English Language Arts Eight Grade

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CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.8.4 Determine connotative meanings of words and phrases in a text.		A.RL.8.4.a Determine connotative meanings of words and phrases in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.4.a (A) Determine connotative meanings of words and phrases in a text.	A.RL.8.4.a (B) Identify multiple meaning words in literature.	A.RL.8.4.a (C) Identify meaning of words in literature.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Distinguish between words that are spelled or sound the same but have different meanings.</li> <li>Strengthen their vocabulary skills.</li> <li>Apply context clues when reading.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Clarify</li> <li>Context clues</li> <li>Determine</li> <li>Distinguish</li> <li>Homographs</li> <li>Homonyms</li> <li>Homophone</li> <li>Interpret</li> <li>Meaning</li> <li>Multiple meaning</li> <li>Synonym</li> <li>Word choice</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (Lessons).</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)                             <ul style="list-style-type: none"> <li><a href="#">8<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>Read Write Think (readwritethink.org)                             <ul style="list-style-type: none"> <li><a href="#">She Did What? Revising for Connotation</a></li> </ul> </li> <li>Goal Book Pathways [requires an account] (goalbookapp.com)                             <ul style="list-style-type: none"> <li><a href="#">Determine a Word's Meaning</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li><a href="#">R.L.8.4 Curriculum Documents</a></li> </ul> </li> <li>Lumos Learning (lumoslearning.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [8th Grade Meaning and Tone - Worksheet & Printable](#)

- **Activities**

- Create a list of higher-grade-level words and their definitions that can be used to explain a specific topic or concept of your choice. Once students are familiar with their meanings, have them use those words to develop a paragraph that uses three to five of those words to explain the subject on their own. When they are finished, have students share their paragraphs with the class and compare how each student interpreted the subject.
- Create a list of common Latin roots and affixes and have the student study and work with using those words. Then create a matching item quiz that tests the student's knowledge of Latin roots and have the student also practice by using the roots and affixes in sentences. This could also be adapted for a bingo-type game.
- Find a nonfiction informational text and have the student indicate any words they may be unfamiliar with. Once the student determines their meanings, have the student write a summary paragraph that explains the same topic while using the new vocabulary.
- Find a technical report that uses some higher grade level words and have students indicate unfamiliar words as they read it. Have students practice the various strategies for using context clues to determine the meanings of technical words, and then have students rewrite the section or sentence that contains the word to incorporate their newfound definitions.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts \(Videos\).](#)
- YouTube by Megan Drozd
  - [RL.7.4 Instructional Video](#)
- YouTube by Kimberly Tamsett
  - [RL/RI 8.4 Instructional Video](#)
- YouTube by Valerie Abbot
  - [RI 8.4 Video #1 PCS](#)
- Khan Academy ([khanacademy.org](http://khanacademy.org))
  - [Analyzing tone through word choice | Reading](#)

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Standard		Performance Objectives	
A.RL.8.5 Compare and contrast the structure of two or more texts.		A.RL.8.5.a Compare and contrast the structure of two or more texts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.5.a (A) Compare and contrast the structure of two or more texts.	A.RL.8.5.a (B) Identify common structures used in familiar texts	A.RL.8.5.a (C) After listening to a familiar text, decide if it is a story or a poem.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Learn ways to organize ideas.</li> <li>• Understand how the structure of a poem adds to its meaning.</li> <li>• Learn how to pull important information out of text when doing homework.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Analysis</li> <li>• Analyze</li> <li>• Author’s voice</li> <li>• Chapter</li> <li>• Compare</li> <li>• Contrast</li> <li>• Contribute</li> <li>• Drama</li> <li>• Elegy</li> <li>• Form</li> <li>• Lyrical</li> <li>• Meaning</li> <li>• Ode</li> <li>• Play</li> <li>• Poem</li> <li>• Scene</li> <li>• Sentence</li> <li>• Soliloquy</li> <li>• Sonnet</li> <li>• Stanza</li> <li>• Structure</li> <li>• Style</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Implementing the Text Structure Strategy in Your Classroom</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Using Compare and Contrast Text Structure</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style (Lessons).</a></li> </ul> </li> </ul> </li> </ul>			

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- Share My Lesson [requires a free account] ([sharemylesson.com](http://sharemylesson.com))
  - [RL.8.5 Lesson Plans Templates](#)
- Engage<sup>ny</sup> ([engageny.org](http://engageny.org))
  - [R.L.8.5 Curriculum Documents](#)
- Tutorified ([tutorified.com](http://tutorified.com))
  - [RL.8.5 Worksheet Comparing Parts of a Story](#)
- **Activities**
  - Have the student clap or tap the rhythm of various poems, recording the number of beats per line, and compare the different patterns.
  - Give the student a poem that has a predictable pattern and word cards that could fit into the pattern. Have them read and recite the poem, filling in the last word with a word card.
  - Have the student select a rap or song with a repeated phrase and identify how that phrase contributes to the meaning of the song.
- **Videos**
  - YouTube by McGraw Hill PreK-12
    - [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts](#)
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style \(Videos\).](#)
  - YouTube by McGraw Hill PreK-12
    - [How to Introduce Text Structure, Compare and Contrast to Students](#)
  - YouTube by Uplift Education
    - [7th Grade - ELA Lesson 4 - Compare and Contrast](#)
  - YouTube by Floabulary
    - [The 5 Types of Text Structure](#)
  - YouTube by Cult of Pedagogy
    - [Teaching Text Structures for Non-Fiction Reading](#)

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CONCEPT: Craft and Structure

Standard		Performance Objectives	
<b>A.RL.8.6</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.		<b>A.RL.8.6.a</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.RL.8.6.a (A)</b> Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	<b>A.RL.8.6.a (B)</b> Identify the point of view of a character in a story that is humorous or suspenseful.	<b>A.RL.8.6.a (C)</b> Identify a character in a story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Notice differences in point of views.</li> <li>• Understand how others are feeling based on their word choice.</li> <li>• Improve reading comprehension skills.</li> <li>• Distinguish their own point of view from the point of view of their peers.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Compare</li> <li>• Describe</li> <li>• Explain</li> <li>• Feeling</li> <li>• First-person</li> <li>• Influence</li> <li>• Narrator</li> <li>• Point of view</li> <li>• Show</li> <li>• Speaker</li> <li>• Thinking</li> <li>• Third person</li> <li>• Tone</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.6 Curriculum Documents</a></li> </ul> </li> <li>▪ Common Core Whisperer (commoncorewhisperer.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL 8.6: Point of View and the Reader</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (Lessons).</a></li> </ul> </li> <li>▪ Wisewire (wisewire.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 8 Playlist: Analyze Effects of Differences in Point of View</a></li> </ul> </li> </ul> </li> </ul>			

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- Scholastic (scholastic.com)
  - [The Guide to 8th Grade: Reading and Writing](#)
- Study.com (study.com)
  - [Ch 6: Analyze Point of View: CCSS.ELA-Literacy.RL.8.6](#)
- Tutorified (tutorified.com)
  - [RL.8.6 Worksheet Differences in Point of View](#)
- **Activities**
  - Use a hypothetical scenario that is relevant to the student in class (i.e., a fight in the hallway, an altercation with a teacher, or a report of the football game over the weekend). The teacher should outline the main points of the scenario first. Give the students options for re-telling the story from different perspectives (i.e., “Tell the story of the fight from the perspective of a teacher breaking it up, tell it from the perspective of the aggressor, tell it from the perspective of the passersby, tell it from the perspective of someone who wishes to make it seem humorous or intense). Have students re-write the scenario in their own words from one of the points-of-view discussed. Have students read their writings. Use their work as examples of how narrative voice can change depending upon the narrator’s intention for the audience or reader.
  - Direct students to read the classroom text with an eye toward recognizing the narrator’s perspective, then have them create and complete a graphic organizer in which they will quote lines of text and analyze them on the basis of narrative perspective, asking the questions: What is the narrator’s intended response from the reader? How does the narrator feel about the topic? What is the narrator’s motive for creating this narrative voice here?
  - When reading a book with lots of idioms, compare the point of view of the main character with the point of view of other characters and the reader. (i.e., When reading a book with a great deal of suspense, compare the point of view of the main character with other characters in the story and the reader.)
  - After shared reading of a suspenseful story, have the student identify the point of view of the main character.
  - After shared reading of a humorous story, have the student identify the point of view of a character.
  - After shared reading of a story, have the student select an illustration from the story that shows the character the story is about.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader \(e.g., created through the use of dramatic irony\) create such effects as suspense or humor \(Videos\).](#)
  - Egvideos.com
    - [Mississippi Grade 8 - Reading: Literature - Compare Points of View - RL.8.6](#)
  - Study.com (study.com)
    - [How Point of View Creates Suspense and Humor](#)
  - YouTube by TED-Ed

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [First person vs. Second person vs. Third Person – Rebekah Bergman](#)
- [How to make your writing suspenseful – Victoria Smith](#)
- YouTube by Curriculet Instructional Videos
  - [Point of View – Author, Characters, narrator, and You](#)
- Khan Academy (khanacademy.org)
  - [A story's point of view | Reading](#)
  - [How POV affects readers | Reading \(video\)](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<p><b>A.RL.8.7</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.</p>		<p><b>A.RL.8.7.a</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RL.8.7.a (A)</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.</p>	<p><b>A.RL.8.7.a (B)</b> Match a scene in a filmed or live production with the parallel scene in the text version.</p>	<p><b>A.RL.8.7.a (C)</b> Match illustrations of characters in a book with the characters in a film or live production.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Watch a movie of their favorite book.</li> <li>• Interpret a story differently when they hear and see the characters.</li> <li>• Determine if they like the text or movie version of their book.</li> <li>• Understand that adding multimedia and visual displays to a presentation emphasizes details.</li> <li>• Add visuals to a report to clarify information that would otherwise be confusing to the reader.</li> <li>• Create a poster for an event.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Author’s style</li> <li>• Develop</li> <li>• Development</li> <li>• Explain</li> <li>• First person</li> <li>• Influence</li> <li>• Manipulate</li> <li>• Narrator</li> <li>• Perception</li> <li>• Point of view</li> <li>• Second person</li> <li>• Speaker</li> <li>• Subjective</li> <li>• Third person</li> <li>• Third person limited</li> <li>• Third person objective</li> <li>• Third person omniscient</li> <li>• Tone</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</a></li> </ul> </li> <li>▪ Reading in the Content Area by Jeff Snider (sniderreadingincontentarea.weebly.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Compare/Contrast Matrix</a></li> </ul> </li> <li>▪ Victoria State Government Department of Education and Training – Australia (education.vic.gov.au) <ul style="list-style-type: none"> <li>▪ <a href="#">Creating multimodal texts</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RL.8.7 Curriculum Documents</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [RL.8.7 Worksheet Films and Their Scripts](#)
- English Worksheets Land (englishworksheetsland.com)
  - [Understanding Written Works in Different Mediums RL.8.7](#)
- Study.com (study.com)
  - [How to Compare & Contrast Literary Mediums](#)
  - [Comparing Techniques Used in Different Literary Mediums](#)
- Wisewire.com
  - [Grade 6 Playlist: Compare and Contrast the Experience of Reading to Listening or Viewing](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [RL 8.7 Lesson Plan Templates](#)
- **Activities**
  - Have the student indicate similarities and differences in sensory experiences between a book and a video version of the same text. Have the student indicate preferences for forms of presentation by comparing and contrasting what is liked and disliked about the two presentations.
  - Have the student read a book and watch a video, then describe what they liked and did not like about the different presentations. Have student select from a list one thing that is the same between the two.
  - To review the components in both the written and visual text, have the student complete a graphic organizer which prompts them to write down a comparison of the characters, plot, and resolution of a story. After filling out the chart, students present or write the similarities and differences of the two.
  - Have the student critically analyze movie adaptations of a book. Students may choose elements of the book that were changed, the effects of the change and the reader's preferences.
  - Have the student determine what is the same and what is different in a video version and text version of the same story (e.g., a movie version compared to a book that tells the same story).
  - Have the student compare the animated version to the text version of a story.
  - After watching a video presentation of a familiar story, identify the book that tells the same story from choices.
  - Have students view a film adaptation of a classroom text, either independently or in groups, and note what the film adaptation has added, changed, or left out of the story. Students can create a graphic organizer, or complete one that is created by the instructor prior to viewing. If necessary, the teacher may take some instruction time to provide some basic film terminology for the students.
  - In small groups, have students create their own film adaptations of key scenes from the text, choosing a key scene, or defining moment from the text itself. This project can be assigned either before or after the students view a film adaptation of a text.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

[script, evaluating the choices made by the director or actors \(Videos\).](#)

- YouTube by eSpark Learning Videos
  - [Comparing and Contrasting Reading Experience Instructional Video \(6.RL.7\)](#)
- Flocabulary (flocabulary.com)
  - [Compare and Contrast](#)
- McGraw Hill PreK-12
  - [Fun Animation Explaining How to Compare and Contrast Nonfiction texts](#)
- Khan Academy (khanacademy.org)
  - [Different mediums and the tone of the text](#)

No alternate standard for RL.8.8

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.8.9 Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.		A.RL.8.9.a Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.9.a (A) Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	A.RL.8.9.a (B) Identify the theme, pattern of events, or characters from a story.	A.RL.8.9.a (C) Identify a character in a story.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand that stories are influenced by the genre in which they are written.</li> <li>Understand that specific genres influence the way in which information is presented in a text.</li> <li>Know that the perspectives and points of view of characters are similar across multiple literary texts.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Alter history</li> <li>Analysis</li> <li>Analyze</li> <li>Character</li> <li>Compare</li> <li>Contrast</li> <li>Draws on</li> <li>Epic</li> <li>Events</li> <li>Genre</li> <li>Historical fact</li> <li>Myth</li> <li>Portrayal</li> <li>Setting</li> <li>Source text</li> <li>Theme</li> <li>Time period</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Literacy Ideas for Teachers and Students (literacyideas.com)                             <ul style="list-style-type: none"> <li><a href="#">Teaching Students to Compare and Contrast When Reading</a></li> </ul> </li> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (Documents).</a></li> </ul> </li> <li>English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li><a href="#">Compare and Contrast Worksheets</a></li> </ul> </li> <li>Share My Lesson [requires a free account](sharemylesson.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [RL.8.9 Lesson Plans Templates](#)

- **Activities**

- Have students frame their reading of a text by comparing and synthesizing common themes in both the text and the source material from which it is drawn. Students should return to the source material throughout a reading of the text to draw on common themes. Have students use an organizer to compare/contrast/synthesize the characteristics of the main character or characters.
- Have students compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella.
- Have students compare and contrast how Superman and the police both work to keep the law and help people.
- Give students the events from a story and have them arrange the events to identify the pattern in which they appear in the story.
- Students can begin synthesizing theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.
- As students engage in close reading and analysis of increasingly complex texts, students will require varying amounts of time to complete tasks. Students who complete tasks quickly will deepen their own learning by working as a peer tutor within the classroom. When doing so, the teacher listens intently to how the peer tutor moves learning forward and provides objective feedback to both parties.

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new \(Videos\).](#)
- YouTube by McGraw Hill PreK-12
  - [Introduction to Reading Skills: Compare and Contrast – 2](#)
  - [How to Teach Student to Compare and Contrast](#)
- YouTube by Curriculet Instructional Videos
  - [Compare and Contrast Story Elements](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
A.RL.8.10 Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.		A.RL.8.10.a Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.8.10.a (A) Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	A.RL.8.10.a (B) Focus on comprehending the text during independent and shared reading of stories, dramas, and poetry.	A.RL.8.10.a (C) Identify an event or character from individual or shared reading of a story, drama, or poetry.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand that authors write a variety of literary texts (e.g., stories, dramas, poetry).</li> <li>Read text from a variety of text genres.</li> <li>Know the difference between different genres.</li> <li>Choose books for independent reading.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Comprehend</li> <li>Stories</li> <li>Dramas</li> <li>Genre</li> <li>Poems</li> <li>Scaffolding</li> <li>Complexity band</li> <li>Proficiently</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently (Interactive Lessons).</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)                             <ul style="list-style-type: none"> <li><a href="#">8<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>Scholastic (scholastic.com)                             <ul style="list-style-type: none"> <li><a href="#">The Guide to 8th Grade: Reading and Writing</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.10 Lesson Plans Templates</a></li> </ul> </li> <li>English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li><a href="#">Grade 8 Literature Reading Comprehension (RL.8.10)</a></li> </ul> </li> </ul> </li> <li><b>Activities</b></li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Literature

CONCEPT: Range of Reading and Level of Text Complexity

- Have the student compare and contrast the traits of a fairy godmother in a modern tale with the characteristics of a fairy godmother in a traditional version of Cinderella.
- Help students learn independently through self-questioning and careful close reading of difficult content. Assign the text to be read in class. Ask students to rate their understanding on a scale of 1-10 and list any questions they have about text that was unclear. Direct students to read the text again and rate their understanding.
- Guide students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. Students work toward completing this activity independently to assess reading and comprehension abilities. Determine the text to be used and pre-select points for students to pause during the reading process. Teacher should scan the title, and note chapter heading, illustrations, and other explanatory materials to complete a graphic organizer. Have students read up to the first pre-selected stopping point in the text. Have the students answer questions about specific information and evaluate their predictions. At the end of the reading, students go back through the text and think about their predictions. Students verify or modify the accuracy of their predictions by finding supporting statements in the text.
- Give students the events from a story and have them arrange the events to identify the pattern in which they appear in the story.
- Students can begin synthesizing theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.
- As students engage in close reading and analysis of increasingly complex texts, students will require varying amounts of time to complete tasks. Students who complete tasks quickly will deepen their own learning by working as a peer tutor within the classroom. When doing so, the teacher listens intently to how the peer tutor moves learning forward and provides objective feedback to both parties.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently \(Videos\).](#)
  - Khan Academy ([khanacademy.org](http://khanacademy.org))
    - [The elements of a Poem | Reading \(video\)](#)
    - [The elements of a Story | Reading \(video\)](#)
    - [The elements of a Drama | Reading \(video\)](#)
  - YouTube by LetsTute
    - [How to Improve Reading Skills | 7 Speed Reading Techniques | Exam Tips](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

Standard		Performance Objectives
A.RI.8.1 Cite text to support inferences from informational text.		A.RI.8.1.a Cite text to support inferences from informational text.
I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.RI.8.1.a (A) Cite text to support inferences from informational text.	A.RI.8.1.a (B) Use two or more pieces of evidence to support inferences from informational text.	A.RI.8.1.a (C) Identify a piece of evidence that provides support for an inference from an informational text.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Combine what the reading says and their thoughts to answer the question and thus create new meaning—the inference.</li> <li>Make connections among pieces of information.</li> <li>Understanding explicit words and phrases used in everyday life.</li> <li>Making inferences about everyday life occurrences.</li> <li>Decoding skills to interpret words, phrases, and passages in everyday life.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Assume</li> <li>Cite</li> <li>Citation</li> <li>Demonstrate</li> <li>Detail</li> <li>Evidence</li> <li>Explicit</li> <li>Textual evidence</li> <li>Guess</li> <li>Quote</li> <li>Reason</li> <li>Relates</li> <li>Sequence</li> <li>Support</li> <li>Predict</li> <li>Problem</li> <li>Meaning</li> <li>Support</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">English Language Arts: RI.8.1</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li><a href="#">RI.8.1 Curriculum Documents</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li><a href="#">RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (Lessons).</a></li> </ul> </li> <li>TeacherVision [requires a free account] (teachervision.com)                             <ul style="list-style-type: none"> <li><a href="#">8<sup>th</sup> Grade Reading Comprehension Resources</a></li> </ul> </li> <li>Scholastic (scholastic.com)                             <ul style="list-style-type: none"> <li><a href="#">The Guide to 8th Grade: Reading and Writing</a></li> </ul> </li> <li>Nearpod (nearpod.com)</li> </ul> </li> </ul>		

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- [8<sup>th</sup> Grade ELA RI.8.1](#)
- Laura Candler (lauracandler.com)
  - [Graphic Organizers for Reading: Teaching Tools Aligned with the Common Core](#)
- Illinois Department of Education (k12.il.us)
  - [Strong Evidence Graphic Organizer](#)
- EG Videos (egvideos.com)
  - [Mississippi - Grade 8 - Reading: Informational Text - Inferences in Informational Texts - RI.8.1](#)
- **Activities**
  - Using pictures of islands, cities, and farmland, and text about their climates, have the student cite text to determine the climate and make inferences about the weather.
  - Using a geography chapter, have the student find the text that defines the climate near the ocean, analyze the climate, and make inferences about the weather.
  - Have the student identify the representation of rain on a weather map as evidence that it will rain today.
  - Provide the student a way to organize their thinking as they identify the central idea and the evidence to support the central idea. Evidence is considered strong when it both convinces the reader and effectively expresses the central idea of the text. The student can mark the text as they read to guide thinking. The student may use text features such as headings, bold words, and graphs. The student may also note repeated ideas/words or images and must use only the strongest pieces of evidence to uphold the central idea. Teachers need to model this process through think-aloud and guided practice. Model for the students how to fill out the graphic organizer. (e.g., Using a graphic of arms holding up a barbell, have students place the evidence on the “muscles” which should support or “hold up” the central idea [barbell]). When the student begins this process, the teacher can provide a central idea and or pieces of evidence. As the student becomes more proficient, he or she can complete the entire organizer independently.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text \(Videos\).](#)
  - EG Videos (egvideos.com)
    - [Inferences in Informational Texts](#)
  - YouTube by Engage<sup>ny</sup>
    - [Making Inferences Using Details and the Main Idea](#)
  - YouTube by Jake Scott
    - [The Inferences Song - Draw Conclusions!](#)
  - YouTube by Geneisha Buggage
    - [Supporting Inferences About Informational Text](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- YouTube by eSpark Learning Videos
  - [Citing Textual Evidence](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.8.2 Provide a summary of a familiar informational text.		A.RI.8.2.a Provide a summary of a familiar informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.2.a (A) Provide a summary of a familiar informational text.	A.RI.8.2.a (B) Identify a summary that reflects a familiar informational text.	A.RI.8.2.a (C) Identify parts of a familiar informational text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Read a newspaper and discuss.</li> <li>• Read a manual/set of instructions.</li> <li>• Comprehend newspapers, magazines, books, and other real-world print.</li> <li>• Follow safety instructions and signs.</li> <li>• Figure out written instructions or directions.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Central ideas</li> <li>• Choose</li> <li>• Detail</li> <li>• Determine</li> <li>• Facts</li> <li>• Identify</li> <li>• Information</li> <li>• Main</li> <li>• Reinforce Select</li> <li>• Summarize</li> <li>• Summary</li> <li>• Support</li> <li>• Text</li> <li>• Theme</li> <li>• Validate</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.8.2</a></li> </ul> </li> <li>▪ Nearpod (nearpod.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">8<sup>th</sup> Grade ELA RI.8.2</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text (Lessons)</a></li> </ul> </li> <li>▪ Engagi<sup>ng</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.2 Curriculum Documents</a></li> </ul> </li> <li>▪ EG Videos (egvideos.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Mississippi - Grade 8 - Reading: Informational Text – Central Ideas and Summary - RI.8.2</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students write an objective summary of the text that identifies the central ideas and analyzes its development over the course of the text. Special emphasis is placed on a writer’s specific choice of structure, features, and support/details.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Have students participate in a cooperative reading activity. This strategy is based on the idea that students can effectively divide a reading, share ideas in a bulleted list, and report to the group. Individual reading is required, but discussion and the decision about the development of the main idea within the text relies on consensus among group members. Note taking is emphasized. At the conclusion of the activity, each student produces a narrative summary that outlines the efficiency and productivity of the group in completing the task.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text \(Videos\)](#)
  - Khan Academy YouTube Channel
    - [Using Text Features to Locate Information](#)
    - [The Structures of Informational Text](#)
    - [Summarizing nonfiction | Reading](#)
  - YouTube by Teaching Strategies for Early Childhood Education
    - [Make informational and nonfiction texts meaningful for young children](#)
  - YouTube by ASU Mary Lou Fulton Teachers College
    - [Informational Text Elements | Grade 7-8 | Sun Devil Learning Labs](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.8.3 Recount events in the order they were presented in the text.		A.RI.8.3.a Recount events presented in a text in the order they were presented in the text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.3.a (A) Recount events in the order they were presented in the text.	A.RI.8.3.a (B) Order events or ideas from a text.	A.RI.8.3.a (C) When given a three-part event from a text, identify the beginning, middle, and end.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Compare the events from the story to their own lives.</li> <li>• Understand sequence and events in everyday life.</li> <li>• Understand logical connections between events and actions in everyday life.</li> <li>• Recognize the relationship between information and events that follow.</li> <li>• Use details from informational text to make decisions (e.g., use a weather forecast to decide clothing to wear that day).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Cause</li> <li>• Chronological</li> <li>• Connection</li> <li>• Detail</li> <li>• Effect</li> <li>• End</li> <li>• Event</li> <li>• Idea</li> <li>• Logical</li> <li>• Middle</li> <li>• Sequence</li> <li>• Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy Ideas for Teachers and Students (literacyideas.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">A complete guide to writing a recount for students and teachers</a></li> <li>▪ <a href="#">Sequencing events in reading and writing: A complete guide for students and teachers.</a></li> </ul> </li> <li>▪ Understood (understood.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Retelling: An evidence-based literacy strategy</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.8.3</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (Lessons).</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Engage<sup>ny</sup> (engageny.org)
  - [RI.8.3 Curriculum Documents](#)
- TeacherVision [requires a free account] (teachervision.com)
  - [8<sup>th</sup> Grade Reading Comprehension Resources](#)
- **Activities**
  - Discuss how writers use text structures to organize information. Introduce students to the different types of text structures in the following order: description, sequence, problem and solution, cause and effect, and compare and contrast. As students encounter different texts, note the signal words that accompany the different structure. Teach and model the use of graphic organizers that go with each text structure. To practice identifying different text structures, have a Treasure Hunt with a newspaper, magazine, nonfiction book or textbook chapter (Dymock, 2005).
  - Guided Highlighted Reading: This strategy allows teachers to pose questions that allow students to understand how different text structures present and link information. Prior to the activity, the teacher must study the text to be read and devise questions requiring students make comparisons, analogies, or connections. As the teacher asks questions, students use highlighters to identify information to answer the question. Students highlight only key words or phrases. This activity helps students learn how to skim, scan, and retrieve the needed information only.
- **Videos**
  - YouTube by eSpark Learning Videos
    - [Making Textual Connections Instructional Video \(8.RI.3\)](#)
    - [Connecting Ideas in Nonfiction Texts Instructional Video](#)
  - YouTube by McGraw Hill PreK-12
    - [Introduction to Reading Skills: Order of Events](#)
  - YouTube by Growing Learners
    - [Procedural Text - Recipe](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events \(e.g., through comparisons, analogies, or categories\) \(Videos\).](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

Standard		Performance Objectives	
<p><b>A.RI.8.4</b> Determine connotative meanings of words and phrases in a text.</p>		<p><b>A.RI.8.4.a</b> Determine the connotative (suggestive or implied) meanings of words and phrases in a text (e.g., the words “group” and “clique” have basically the same meanings but could imply or suggest different meanings when used in text).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.RI.8.4.a (A)</b> Determine if the connotative (suggestive or implied) meanings of words and phrases in a text (e.g., the words “group” and “clique” have basically the same meanings but could imply or suggest different meanings when used in text).</p>	<p><b>A.RI.8.4.a (B)</b> Determine if the connotative meaning of words or phrases in a text are negative, positive, or neutral.</p>	<p><b>A.RI.8.4.a (C)</b> Identify a feeling associated with words or phrases in a text.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Consider the multiple meanings of words in conversations with others.</li> <li>• Understand that emotions are associated with words.</li> <li>• Perceive the overall meaning of what a writer or speaker is trying to communicate.</li> <li>• Use descriptive words to add meaning when writing and communicating.</li> <li>• Recognize that how a word is used determines whether it has a positive, negative, and neutral connotation.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Connotative</li> <li>• Descriptive</li> <li>• Implied</li> <li>• Imply</li> <li>• Literal</li> <li>• Meaning</li> <li>• Negative</li> <li>• Neutral</li> <li>• Positive same</li> <li>• Similar</li> <li>• Suggest</li> <li>• Suggested</li> <li>• Synonym</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.8.4</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ Nearpod (nearpod.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">8<sup>th</sup> Grade ELA RI.8.4</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [Literature – Grade 8: Craft and Structure](#)
- Engage<sup>ny</sup> ([engageny.org](http://engageny.org))
  - [RI.8.4 Curriculum Documents](#)
- Read Write Think ([readwritethink.org](http://readwritethink.org))
  - [She Did What? Revising for Connotation](#)
- Goal Book Pathways [requires an account] ([goalbookapp.com](http://goalbookapp.com))
  - [Determine a Word's Meaning](#)
- Lumos Learning ([lumoslearning.com](http://lumoslearning.com))
  - [8th Grade Meaning and Tone - Worksheet & Printable](#)
- **Activities**
  - Create a list of higher grade level words and their definitions that can be used to explain a specific topic or concept of your choice. Once students are familiar with their meanings, have them use those words to develop a paragraph that uses three to five of those words to explain the subject on their own. When they are finished, have students share their paragraphs with the class and compare how each student interpreted the subject.
  - Create a list of common Latin roots and affixes. Have the student study and work with using those words. Then create a matching item quiz that tests students' knowledge of Latin roots and have them also practice by using the roots and affixes in sentences. This could also be adapted for a bingo-type game.
  - Find a nonfiction informational text and have students indicate any words they may be unfamiliar with. Once students determine their meanings, have students write a summary paragraph that explains the same topic while using the new vocabulary.
  - Find a technical report that uses some higher grade level words and have students indicate unfamiliar words as they read it. Have students practice the various strategies for using context clues to determine the meanings of technical words, and then have students rewrite the section or sentence that contains the word to incorporate their newfound definitions.
  - Have the student identify and color code words and phrases that create a variety of tones within literary nonfiction texts. For example, figurative language may be coded green; connotative language would be coded red; and technical meanings would be coded blue. The student will then note the link between word choice and tone.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts \(Videos\).](#)
  - YouTube by Kimberly Tamsett
    - [RL/RI 8.4 Instructional Video](#)
  - YouTube by Valerie Abbot

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [RI 8.4 Video #1 PCS](#)
- Khan Academy (khanacademy.org)
  - [Analyzing tone through word choice | Reading](#)
- YouTube by the Bazillions
  - [Similes and Metaphors](#)
- YouTube by Kelsey Thompson
  - [Technical, Connotative, and Figurative Meanings of Words and Phrases](#)

COURSE: Alternate English Language Arts Eight Grade  
 DOMAIN: Reading Informational Text  
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.8.5 Locate the topic sentence and supporting details in a paragraph.		A.RI.8.5.a Locate the topic sentence and supporting details in a paragraph.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.5.a (A) Locate the topic sentence and supporting details in a paragraph.	A.RI.8.5.a (B) Identify a detail from a paragraph.	A.RI.8.5.a (C) Indicate bold print or a highlighted word.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Locate important information when skimming text.</li> <li>• Use context clues when reading.</li> <li>• Write cohesively.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Bold</li> <li>• Details</li> <li>• Highlight</li> <li>• Locate</li> <li>• Paragraph</li> <li>• Supporting details</li> <li>• Topic</li> <li>• Topic sentence</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Purdue Online Writing Lab, Purdue University (owl.purdue.edu)               <ul style="list-style-type: none"> <li>▪ <a href="#">1.1: Topic Sentences</a></li> </ul> </li> <li>▪ The Teacher Next Door (thr-teacher-next-door.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Paragraph Writing: Topic Sentences</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.8.5</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.5 Curriculum Documents</a></li> </ul> </li> <li>▪ Landmark School Outreach (landmarkoutreach.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Finding the Main Idea</a></li> </ul> </li> <li>▪ Literacy Ideas for Teachers and Students (literacyideas.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">Reading for Meaning: Finding the Main Idea</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- **Activities**

- Pattern Guide: The pattern guide strategy demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize patterns of organization. Small groups of students engage in Socratic discussions to complete their guides. Special emphasis is placed upon a deep understanding of the text as well as the group's ability to acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- Paragraph Separation: Students identify how topic sentences, support, and elaboration work together to develop a concept for the reader. To enhance the activity and increase understanding, produce additional clause and phrase options for students to substitute into the sentences. As students substitute various clauses and phrases, emphasis is placed on how their choices change meaning and tone.

- **Videos**

- EG Videos (egvideos.com)
  - [Mississippi - Grade 8 - Reading: Informational Text - Compare Text Structures \(Literary\) – RI.8.5](#)
- YouTube by Khan Academy
  - [The Structures of Informational texts](#)
- YouTube by Flocabulary
  - [The 5 Types of Text Structure](#)
- YouTube by Home School Helpers
  - [Analyzing Text Structures](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
  - [RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept \(Videos\).](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.8.6 Determine an author’s purpose or point of view and identify examples from text that describe or support it.		A.RI.8.6.a Determine an author’s purpose or point of view and identify examples from text that describe or support it	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.6.a (A) Determine an author’s purpose or point of view and identify examples from text that describe or support it.	A.RI.8.6.a (B) Determine an author’s purpose or point of view.	A.RI.8.6.a (C) Identify a detail form a familiar text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Notice differences in point of views.</li> <li>• Understand how others are feeling based on their word choice.</li> <li>• Improve reading comprehension skills.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Author’s purpose</li> <li>• Describe</li> <li>• Example</li> <li>• Informational text</li> <li>• Point of view</li> <li>• Support</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Engage<sup>ny</sup> (engageny.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.6 Curriculum Documents</a></li> </ul> </li> <li>▪ EG Videos (egvideos.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Mississippi - Grade 8 - Reading: Informational Text –Author’s Point of View and Purpose- RI.8.6</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Reading with a Purpose: The House</a></li> <li>▪ <a href="#">RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Exploring Author's Purpose and Point of View</a></li> </ul> </li> <li>▪ We Are Teachers (weareteachers.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Going Beyond PIE: 5 Ways to Teach Students How to Find the Author’s Purpose</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)</li> </ul> </li> </ul>			

- [RI.8.6 Curriculum Documents](#)

- **Activities**

- Use a graphic organizer to enable students to examine both sides of an issue before agreeing on a conclusion. The technique calls for students to think of individual ideas based on their knowledge of the text, then work as a pair to record, discuss, and resolve their perspectives before meeting with another pair of partners to share these ideas. The foursome then nominates a speaker to present this information to the entire class.
- Have the student write an informative/explanatory text that identifies an author’s point of view or purpose. The written product includes an analysis of how the author acknowledges and responds to conflicting evidence or viewpoints.
- After a shared reading exercise, have the student determine the author’s point of view and compare it to their own point of view.
- After shared reading of an informational text, have students answer questions about the thoughts the author shared (e.g., When the teacher asks, “What does the author think about water?” the students answer, “Drink clean water”).
- After shared reading of an informational text, have students answer questions about the feelings the author shared (e.g., When the teacher asks, “How did the author feel about fire?” the students answer, “sad,” “scared,” etc.).
- After shared reading of an informational text, ask students to sort a list (text and/or picture-based) into things that were in the text and those that were not (e.g., In text: The bird wants to go home vs. not in text: The boy wants cake).

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints \(Videos\)](#).
- YouTube by Gulfport School District
  - [Analyzing an author's purpose](#)
- YouTube by eSpark Learning Videos
  - [Point of View Instructional Video](#)
- YouTube by Khan Academy
  - [A Story’s Point of View](#)
  - [Analyzing the Author’s Purpose](#)
- YouTube by McGraw Hill PreK-12
  - [Point of View – Introduction to Reading Skills](#)
- YouTube by Becca Aaker
  - [Author’s Purpose with PIE](#)
- YouTube by McGraw Hill PreK-12
  - [Introduction to Reading Skills: Author's Purpose](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.8.7 Determine whether a topic is best presented as audio, video, multimedia, or text.		A.RI.8.7.a Determine whether a topic is best presented as audio, video, multimedia, or text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.7.a (A) Determine whether a topic is best presented as audio, video, multimedia, or text.	A.RI.8.7.a (B) Recognize different functions of media sources.	A.RI.8.7.a (C) Identify media sources.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Watch a movie of their favorite book.</li> <li>• Interpret a story differently when they hear and see the characters.</li> <li>• Determine if they like the text or movie version of their book.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Media</li> <li>• Multimedia</li> <li>• Presented</li> <li>• Topic</li> <li>• Video</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Edutopia (edutopia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Using Video Content to Amplify Learning</a></li> </ul> </li> <li>▪ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Using Multimedia to Support Reading Instruction</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.7 Curriculum Documents</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have the student create a t-table that evaluates and outlines the advantages and disadvantages of using different media (e.g., print, digital text, video, multimedia) to present a particular topic or idea. In addition, after exposing the student to a topic using different media, ask</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

the student to write a short informational/explanatory text comparing and contrasting the different media used. Specific emphasis is placed upon pointing out the differences and similarities in how the same information was presented.

- Have the student conduct a close read of a full text and then read a popular summary, review, or a video analysis of the same text. Have the student highlight words, phrases, and sentences which significantly shape the meaning and tone of each piece.
- Without the aid of classroom discussion, have the student independently write a comparison and synthesis of ideas (CSI) between two of the pieces. Within the written CSI, the student should articulate a clear analysis of how the texts are similar and how they differ in terms of meaning and tone. To enhance this activity, the student can develop an original informative/explanatory essay supported by citations from each text.

- **Videos**

- YouTube by Education Galaxy
  - [Visual and Multimedia Elements - Topic Overview](#)
- YouTube by eSpark Learning Videos
  - [Analyzing Multimedia Elements Instructional Video](#)
- YouTube by BrainPOP
  - [Media Literacy](#)
- YouTube by Ms. Lanie
  - [Using Multimedia Resources When Presenting Information](#)
- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [RI.8.7 Evaluate the advantages and disadvantages of using different mediums \(e.g., print or digital text, video, multimedia\) to present a particular topic or idea \(Videos\).](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.8.8 Determine the argument made by an author in an informational text.		A.RI.8.8.a Determine the argument made by an author in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.8.a (A) Determine the argument made by an author in an informational text.	A.RI.8.8.a (B) Identify a factual statement from a text.	A.RI.8.8.a (C) Respond to a statement about a passage.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Differentiate between factual and fictional writing.</li> <li>• Understand that some text may persuade them to think differently.</li> <li>• Use examples to support the author’s claims.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Determine</li> <li>• Examples</li> <li>• Factual</li> <li>• Identify</li> <li>• Informational</li> <li>• Passage</li> <li>• Persuade</li> <li>• Statement</li> <li>• Support</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Determining and Analyzing an Author's Argument Using Newsela with Secondary Students</a></li> <li>▪ <a href="#">RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (Lessons).</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.8 Curriculum Documents</a></li> </ul> </li> <li>▪ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Developing Evidence-Based Arguments from Texts</a></li> </ul> </li> <li>▪ Edutopia (edutopia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">Strategies for Teaching Argument Writing</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students annotate a digital version of an online text according to the same procedure. Students then utilize digital sticky notes to provide objective feedback for a peer. The teacher observes and uses trends in peer-to-peer feedback to develop hinge-point questions for the following day.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Have students author an argumentative text to show competency with regards to reading comprehension, proper use of Tier II and III vocabulary, writing, and language use.
- During shared reading, have the student select a claim about the book (e.g., “This story isn’t true,” or “I know something about this,” or “I heard this before”).
- After the teacher leads a discussion about whether crackers or pretzels taste better and why, have the student complete a template with teacher guidance using words generated in discussion after snack time (e.g., “Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder]+”).
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced \(Videos\).](#)
  - EG Videos ([egvideos.com](http://egvideos.com))
    - [Mississippi - Grade 8 - Reading: Informational Text – Argument and Claims- RI.8.8](#)
  - YouTube by McGraw Hill PreK-12
    - [Claims and Supporting Evidence](#)
  - YouTube by Khan Academy
    - [What is an argument?](#)
  - YouTube by Mr. Woodland
    - [Arguments and Claims Rap](#)
  - YouTube by Geneisha Buggage
    - [Supporting Inferences About Informational Text](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.8.9 Identify where two different texts on the same topic differ in their interpretation of the details.		A.RI.8.9.a Identify where two different texts on the same topic differ in their interpretation of the details.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.9.a (A) Identify where two different texts on the same topic differ in their interpretation of the details.	A.RI.8.9.a (B) Identify a fact from informational text.	A.RI.8.9.a (C) Identify a fact.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Differentiate between factual and fictional information.</li><li>• Understand that some information found in books or on the internet may not be factual.</li><li>• Use a variety of resources to distinguish fact from fiction.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Details</li><li>• Examples</li><li>• Factual</li><li>• Identify</li><li>• Interpret</li><li>• Statement</li><li>• Support</li><li>• Topic</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</a></li></ul></li><li>▪ Engage<sup>ny</sup> (engageny.org)<ul style="list-style-type: none"><li>▪ <a href="#">RI.8.9 Curriculum Documents</a></li></ul></li><li>▪ Broward County Public Schools, Fort Lauderdale, Florida (browardschools.com)<ul style="list-style-type: none"><li>▪ <a href="#">Comparing and Contrasting Two Texts</a></li></ul></li><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (Lessons).</a></li></ul></li><li>▪ E Reading Worksheets (ereadingworksheets.com)<ul style="list-style-type: none"><li>▪ <a href="#">Compare and Contrast Texts</a></li><li>▪ <a href="#">Text Structure Worksheets</a></li></ul></li><li>▪ Worksheet Land (worksheetland.com)<ul style="list-style-type: none"><li>▪ <a href="#">Compare and Contrast Worksheet Dinosaurs</a></li></ul></li></ul></li><li>• <b>Activities</b></li></ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Have students dissect portions of extracted text to analyze similarities and differences in concepts and themes. For example, students analyze specific language used within two different text examples appropriate to this grade band and produce a written summary outlining key similarities and differences in meaning and tone. Students may additionally compare and contrast selected language and/or create word/sentence alternatives as a way to alter tone.
- Have students work individually or in pairs, using a variety of resources to define selected words from an appropriately complex text to produce a student constructed classroom “Vocabulary Guide” for academic and domain specific words.
- Give the student two brief descriptions of an historical event and have them select a statement from choices about what was different between the two accounts.
- After a shared reading of two informational texts on the same topic, have the student select from choices one fact that was the same in both.
- Discussion Web with a “Dialog Line.” The teacher uses a statement starter corresponding to a text read to begin the exercise (e.g., “Money is the root of all evil”). Students leave their seats, and the class stands to position themselves in a straight line in relation to how strongly they agree or disagree with the statement. Strongly disagree to the far right, strongly disagree to the far left. The line is then folded in half so that each student is facing a partner. Each partner has several seconds to state the evidence supporting their position while the other actively listens. After each partner speaks, the other is given several seconds to record a quote from their partner which helped to advance their perspective. The dialogue line rotates clockwise and the activity repeats. The teacher actively listens and supports behaviors that enrich an atmosphere of open dialog.
- Point/Counterpoint: Students utilize “point/counterpoint” to conduct a comparison and synthesis of two or more texts with an appropriate level of text complexity. Results of the analysis are used as a framework to produce a formal argumentative text. Within their writing, students use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Objective feedback is provided to continually move learning forward.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation \(Videos\).](#)
  - The Bazillions YouTube Channel
    - [Similes and Metaphors](#)
  - McGraw Hill PreK-12 YouTube Channel
    - [Fun Animation Explaining How To Compare and Contrast Nonfiction Texts](#)
  - Smrt English YouTube Channel
    - [Compare and Contrast](#)
  - Joselyn Quinn YouTube Video YouTube Channel
    - [RL 7.2 and 7.9 Standard](#)
  - EG Videos ([egvideos.com](http://egvideos.com))

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- [Compare Texts \(Informational\)](#)
- The Bazillions YouTube Channel
  - [Similes and Metaphors](#)
- McGraw Hill PreK-12 YouTube Channel
  - [Fun Animation Explaining How To Compare and Contrast Nonfiction Texts](#)
- Smrt English YouTube Channel
  - [Compare and Contrast](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Text Complexity

Standard		Performance Objectives	
A.RI.8.10 Demonstrate understanding while actively reading or listening to literary nonfiction.		A.RI.8.10.a Demonstrate understanding while actively reading or listening to literary nonfiction.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.8.10.a (A) Demonstrate understanding while actively reading or listening to literary nonfiction.	A.RI.8.10.a (B) Focus on understanding while reading or listening to literary nonfiction.	A.RI.8.10.a (C) Identify a detail after reading or listening to literary nonfiction.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Read independently.</li> <li>• Look for evidence and/or examples to support the author’s claims.</li> <li>• Differentiate between factual and fictional information.</li> <li>• Understand that some information found in books or on the internet may not be factual.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Details</li> <li>• Examples</li> <li>• Factual</li> <li>• Focus</li> <li>• Identify</li> <li>• Informational</li> <li>• Interpret</li> <li>• Nonfiction</li> <li>• Statement</li> <li>• Support</li> <li>• Topic</li> <li>• Understand</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> <li>▪ <a href="#">English Language Arts: RI.8.10</a></li> </ul> </li> <li>▪ Louisiana Believes (louisianabelieves.com) <ul style="list-style-type: none"> <li>▪ <a href="#">Companion Resources for ELA Guidebooks for Students with Significant Cognitive Disabilities</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently (Lessons).</a></li> </ul> </li> <li>▪ Bright Hub Education (brighthouseeducation.com) <ul style="list-style-type: none"> <li>▪ <a href="#">8 Reading Activities for Eighth Grade Reading Comprehension</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org) <ul style="list-style-type: none"> <li>▪ <a href="#">RI.8.10 Curriculum Documents</a></li> </ul> </li> <li>▪ TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> <li>▪ <a href="#">8<sup>th</sup> Grade Reading Resources</a></li> </ul> </li> <li>▪ Scholastic (scholastic.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Text Complexity

- [The Guide to 8th Grade: Reading and Writing](#)
- **Activities**
  - Instruction Manual: Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write instruction manuals including headings and subheadings. Organization and structure should also be considered.
  - Stump the Teacher: Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.
- **Videos**
  - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
    - [RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently \(Videos\).](#)
  - YouTube by Flocabulary
    - [The 5 Types of Text Structure](#)
  - YouTube by Home School Helpers
    - [Analyzing Text Structures](#)
  - YouTube by McGraw Hill PreK-12
    - [Fun Animation Explaining How To Compare and Contrast Nonfiction Texts](#)
    - [Citing Textual Evidence](#)
    - [Introduction to Reading Skills: Order of Events](#)
  - YouTube by eSpark Learning Videos)
    - [Making Textual Connections Instructional Video \(8.RI.3\)](#)
  - YouTube by Gulfport School District SD Instructional Programs
    - [Writing Arguments and Trace & Evaluate the Argument](#)
  - YouTube by Smrt English
    - [Compare and Contrast](#)
  - YouTube by The Bazillions
    - [Similes and Metaphors](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<b>A.W.8.1</b> With guidance and support, write claims about topics or texts.		<b>A.W.8.1.a</b> Introduce the claim and provide reasons or pieces of evidence to support it. <b>A.W.8.1.b</b> Write reasons to support a claim about a topic or text. <b>A.W.8.1.c</b> Not applicable <b>A.W.8.1.d</b> Not applicable <b>A.W.8.1.e</b> Not applicable	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.8.1.a (A)</b> Introduce the claim and provide reasons or pieces of evidence to support it.	<b>A.W.8.1.a (B)</b> Introduce the claim and provide a reason or a piece of evidence to support it.	<b>A.W.8.1.a (C)</b> Introduce the claim.	
<b>A.W.8.1.b (A)</b> Write reasons to support a claim about a topic or text.	<b>A.W.8.1.b (B)</b> Write a reason to support a claim about a topic or text.	<b>A.W.8.1.b (C)</b> Identify a reason to support a claim about a topic or text.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Explain why they have an opinion about a particular topic.</li> <li>• Write in complete sentences</li> <li>• Advocate for themselves.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Also</li> <li>• Claim</li> <li>• Create</li> <li>• First</li> <li>• Last</li> <li>• Match</li> <li>• Next</li> <li>• Temporal words</li> <li>• Text</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</a></li> <li>▪ <a href="#">Preassessment on Argument Writing</a></li> <li>▪ <a href="#">Persuasion vs. Argument: Analyzing to Formulate A Judgment</a></li> <li>▪ <a href="#">Planning Out Our Claim, Reasons and Evidence</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.1 Write arguments to support claims with clear reasons and relevant evidence. (Lessons).</a></li> <li>▪ <a href="#">W.8.1.a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (Lessons)</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.8.1.b Support claim\(s\) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text \(Lessons\).](#)
- Engage<sup>ny</sup> (engageny.org)
  - [W.8.1 Curriculum Documents](#)
- English Worksheets Land (englishworksheetsland.com)
  - [Introducing Written Arguments \(W.8.1.A\)](#)
  - [Writing Supporting Claims \(W.8.1.B.\)](#)
  - [Using Effective Words, Phrases, and Clauses \(W.8.1.C\)](#)
  - [Writing Formal and Informal Letters \(W.8.1.D\)](#)
  - [Writing Supportive Conclusion Sections \(W.8.1.E\)](#)
- **Activities**
  - Have students write a claim (e.g., “I like pizza.”) and support it with multiple statements of relevant evidence (e.g., “I buy it at lunch. I eat it all”).
  - Have students write a claim (e.g., “Saturdays are best.”) and support it with a reason (e.g., I get to sleep late.)
  - After a discussion of student interests and school rules, have the student complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., We need <claim> because <supportive reason>). We need recess because fun. We need gum because good. We need talk because friends). After each statement, the teacher leads the group in identifying claim and discussion of reason.
  - During shared reading, have the student select a claim about the book (e.g., “This story isn’t true,” or “I know something about this,” or “I heard this before”).
  - After the teacher leads a discussion about whether crackers or pretzels taste better and why, have the student complete a template with teacher guidance using words generated in discussion after snack time (e.g., “Crackers/pretzels taste better because [salty, crunchy, buttery, softer, harder]”).
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.8.1 Write arguments to support claims with clear reasons and relevant evidence. \(Videos\).](#)
    - [W.8.1.a Introduce claim\(s\), acknowledge and distinguish the claim\(s\) from alternate or opposing claims, and organize the reasons and evidence logically \(Videos\)](#)
    - [W.8.1.b Support claim\(s\) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text \(Videos\).](#)
  - YouTube by Uplift Education
    - [ELA Lesson 1 – Identify Text Evidence](#)
  - YouTube by Teaching Without Frills

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Persuasive Writing for Kids: Developing Reasons](#)
- YouTube by Caroline Johmann
  - [Making a Claim](#)
- YouTube by Roble Education
  - [Argumentative Essays, Part 1: What is a Claim](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p><b>A.W.8.2</b> With guidance and support, write to share information supported by details.</p>		<p><b>A.W.8.2.a</b> Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</p> <p><b>A.W.8.2.b</b> Write one or more facts or details related to the topic.</p> <p><b>A.W.8.2.c</b> Write complete thoughts as appropriate.</p> <p><b>A.W.8.2.d</b> Use domain-specific vocabulary related to the topic.</p> <p><b>A.W.8.2.e</b> Not applicable</p> <p><b>A.W.8.2.f</b> Provide a closing.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.8.2.a</b> (A) Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</p>	<p><b>A.W.8.2.a</b> (B) Introduce a topic to convey ideas and information about it including visual information as appropriate.</p>	<p><b>A.W.8.2.a</b> (C) Identify a topic to convey ideas and information about it.</p>	
<p><b>A.W.8.2.b</b> (A) Write one or more facts or details related to the topic.</p>	<p><b>A.W.8.2.b</b> (B) Provide one fact or detail related to the topic.</p>	<p><b>A.W.8.2.b</b> (C) Identify one fact related to the topic.</p>	
<p><b>A.W.8.2.c</b> (A) Write complete thoughts as appropriate.</p>	<p><b>A.W.8.2.c</b> (B) Write a complete thought as appropriate.</p>	<p><b>A.W.8.2.c</b> (C) Identify a complete thought as appropriate.</p>	
<p><b>A.W.8.2.d</b> (A) Use domain-specific vocabulary related to the topic.</p>	<p><b>A.W.8.2.d</b> (B) Match domain-specific vocabulary related to the topic.</p>	<p><b>A.W.8.2.d</b> (C) Identify domain-specific vocabulary related to the topic.</p>	
<p><b>A.W.8.2.f</b> (A) Provide a closing.</p>	<p><b>A.W.8.2.f</b> (B) Choose a closing.</p>	<p><b>A.W.8.2.f</b> (C) Identify a closing.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Write down information about a topic.</li> <li>• Discover topics of interest.</li> <li>• Write about favorite topics.</li> <li>• Use precise language to inform about or explain a topic.</li> <li>• Draw conclusions from informational text.</li> <li>• Convey information accurately.</li> <li>• Use facts, concrete details, quotations, example to share information about a topic.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Domain specific</li> <li>• Analysis</li> <li>• Audience</li> <li>• Cause/effect</li> <li>• Classification</li> <li>• Compare/contrast</li> <li>• Conclusion</li> <li>• Detail</li> <li>• Elaboration</li> <li>• Explanation</li> <li>• Expository Information</li> <li>• Multimedia</li> <li>• Tactual</li> <li>• Topic</li> <li>• Visual</li> <li>• Vocabulary</li> </ul>	

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

**Resources:**

- **Websites, articles, and other collections**

- Education.com (education.com).
  - [Removing Irrelevant Details](#)
- Better Lesson (betterlesson.com)
  - [Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.](#)
- English Worksheets Land (englishworksheetsland.com)
  - [Writing to Explain, Describe, and Inform Worksheets](#)
  - [Precise Words and Relevant Details Worksheets \(englishworksheetsland.com\)](#)

- **Activities**

- Have students complete a journal entry describing the weather with details.
- Have students pick an object from a paper bag and write details about it so classmates can guess the object.
- Have students describe their favorite snack with details describing taste, color, smell and sound.

- **Videos**

- YouTube by Flocabulary
  - [The 5 Types of Text Structure](#)
- YouTube by Home School Helpers
  - [Analyzing Text Structures](#)
- YouTube by Teaching Without Frills
  - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
  - [Writing a Personal Narrative: Writing a Draft for Kids](#)
  - [How to Write an Imaginative Narrative for Kids | Episode 5: Events](#)
- YouTube by Cambridge English
  - [Teach with digital – using digital tools to improve writing](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<b>A.W.8.3</b> With guidance and support, write about events or personal experiences.		<b>A.W.8.3.a</b> Write a narrative about a real or imagined experience, introducing the experience, at least one character, and two or more events. <b>A.W.8.3.b</b> Not applicable <b>A.W.8.3.c</b> Use temporal words (e.g., first, then, next) to signal order. <b>A.W.8.3.d</b> Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. <b>A.W.8.3.e</b> Provide a closing.	
<b>I Can Statements</b>			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.W.8.3.a</b> (A) Write a narrative about a real or imagined experience, introducing the experience, at least one character, and two or more events.	<b>A.W.8.3.a</b> (B) Write a narrative about a real or imagined experience, introducing the experience and at least one character.	<b>A.W.8.3.a</b> (C) Identify one character in a narrative.	
<b>A.W.8.3.c</b> (A) Use temporal words (e.g., first, then, next) to signal order.	<b>A.W.8.3.c</b> (B) Match temporal words (e.g., first, then, next) to signal order.	<b>A.W.8.3.c</b> (C) Identify temporal words (e.g., first, then, next) to signal order.	
<b>A.W.8.3.d</b> (A) Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.	<b>A.W.8.3.d</b> (B) Match words that describe the feelings of characters.	<b>A.W.8.3.d</b> (C) Identify the feelings of a character.	
<b>A.W.8.3.e</b> (A) Provide a closing.	<b>A.W.8.3.e</b> (B) Choose a closing.	<b>A.W.8.3.e</b> (C) Identify a closing.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Retell events in the order of when they occurred.</li> <li>• Write in their journal.</li> <li>• Write about important events in their life.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Character</li> <li>• Closing</li> <li>• Feelings</li> <li>• First</li> <li>• Last</li> <li>• Next</li> <li>• Story</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Education.com (education.com).               <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.3 Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">W.8.3.A Worksheets, Workbooks, Lesson Plans, and Games</a></li> <li>▪ <a href="#">W.8.3 B Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.8.3 C Worksheets, Workbooks, Lesson Plans, and Games](#)
- [W.8.3 D Worksheets, Workbooks, Lesson Plans, and Games](#)
- [W.8.3 E Worksheets, Workbooks, Lesson Plans, and Games](#)
- Better Lesson (betterlesson.com)
  - [Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.](#)
- LD Online (ldonline.com)
  - [Reviewing: Making Changes in Writing with Technology](#)
- English Worksheets Land (englishworksheetsland.com)
  - [Writing to Explain, Describe, and Inform Worksheets](#)
  - [Narrative Writing Techniques](#)
  - [Precise Words and Relevant Details Worksheets \(englishworksheetsland.com\)](#)
- **Activities**
  - Place picture cards to retell a story.
  - Write a recipe for a familiar item to be made (e.g., peanut butter and jelly sandwich, scrambled eggs, etc.).
  - Play charades with emotions such as happy, sad, nervous, etc.
  - Give peers directions to complete familiar daily activities such as brush your teeth, get dressed, comb hair, etc.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences \(Videos\).](#)
  - YouTube by Teaching Without Frills
    - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
    - [Writing a Personal Narrative: Writing a Draft for Kids](#)
    - [How to Write an Imaginative Narrative for Kids | Episode 5: Events](#)
  - YouTube by Sunny Bonnacarrere
    - [How to Write a Personal Experience Story](#)
  - YouTube by Rania English
    - [Descriptive Writing: Describing an Event](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.8.4 With guidance and support, produce writing that is appropriate for the task, purpose, or audience.		A.W.8.4.a Produce writing that is appropriate for the task, purpose, or audience.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.4.a (A) Produce writing that is appropriate for the task, purpose, or audience.		A.W.8.4.a (B) Produce writing that is appropriate for the task.	A.W.8.4.a (C) Produce writing.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Organize thoughts on paper.</li><li>• Write in a journal.</li><li>• Write in their own words.</li><li>• Write a thank you note.</li><li>• Compose an email and send it.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Date</li><li>• Journal</li><li>• Name</li><li>• Note</li><li>• Notecard</li><li>• Stationery</li><li>• Write</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ English Worksheet Land<ul style="list-style-type: none"><li>▪ <a href="#">Writing Thank You Notes</a></li><li>▪ <a href="#">Grade 8 Task Based Writing</a></li></ul></li><li>▪ Better Lesson (betterlesson.com) .<ul style="list-style-type: none"><li>▪ <a href="#">W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</a></li></ul></li><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.4 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>▪ Have students write a note of appreciation to school personnel such as custodian, secretary, or cafeteria staff.</li><li>▪ Have students write an assigned topic, providing supporting information as required by the assignment.</li><li>▪ Have students write a short research report stating the topic and providing supporting information as required by the assignment.</li><li>▪ Have students write a poem that has the desired language structure and content.</li><li>▪ Have students write the schedule for the day.</li><li>▪ Ask students to write an e-mail to Mom and Dad about something needed for school.</li><li>▪ Ask students to use a letter-writing rubric or set of criteria to write a thank you note.</li></ul></li></ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- **Videos**

- YouTube by Teaching Without Frills
  - [How to Write for Your Audience - Writing Video for Kids](#)
- YouTube by Bek Galloway
  - [Identify Purpose and Audience](#)
- YouTube by CHS Eagles English
  - [Writing Task, Purpose, and Audience](#)
- YouTube by Miss Power
  - [How to find the purpose, audience, and task](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.8.5 With guidance and support from adults and peers, plan before writing and revise own writing.		A.W.8.5.a Plan before writing and revise own writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.5.a (A) Plan before writing and revise own writing.	A.W.8.5.a (B) Plan before writing.	A.W.8.5.a (C) Revise a writing.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Revise a draft of a story that they have written.</li> <li>Create an outline for a writing assignment.</li> <li>Ask someone to proofread their writing.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Adult</li> <li>Draft</li> <li>Journal</li> <li>Peer</li> <li>Plan</li> <li>Revise</li> <li>Write</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>BetterLesson (betterlesson.com)                             <ul style="list-style-type: none"> <li><a href="#">With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</a></li> </ul> </li> <li>Education.com (education.com)                             <ul style="list-style-type: none"> <li><a href="#">W.8.5 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>English Worksheets Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li><a href="#">Guided Writing Worksheets</a></li> <li><a href="#">Smart Goal Worksheets</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>After working with the teacher to brainstorm ideas for writing, allow the student to use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.</li> <li>After working with the teacher to brainstorm ideas for writing that are then entered in a word bank for the student to use when writing, have the student add more information to own writing after sharing and getting suggestions from peers.</li> <li>After reading a science text, have the student work with a peer or teacher to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</li> <li>Have the student work with peers to brainstorm ideas for writing and put the information in graphic organizer software.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- **Videos**

- PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
  - [Argumentative Essay: Editing and Revising](#)
- YouTube by TenMarks Amazon
  - [Tips for Revising Writing](#)
- YouTube by Teaching Without Frills
  - [Editing Your Writing for Kids Video for Elementary Student](#)
- YouTube by Steve Reifman
  - [Teaching Kids About Revising \(Writing Workshop Lesson\)](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.8.6 With guidance and support, use technology, including the internet, to produce writing to interact and collaborate with others.		A.W.8.6.a Use technology, including the internet, to produce writing to interact and collaborate with others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.6.a (A) Use technology, including the internet, to produce writing to interact and collaborate with others.		A.W.8.6.a (B) Use technology, including the internet, to produce writing.	A.W.8.6.a (C) Use technology, including the internet, to illustrate writing.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Explore tools for drawing, writing, and self-expression.</li><li>• Do homework on a computer.</li><li>• Use Google Docs for group writing.</li><li>• Enhance or emphasize text when writing (e.g., fonts, bold, italicized).</li><li>• Spell-check a document.</li><li>• Insert clipart into documents.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Board maker</li><li>• Internet</li><li>• iPad</li><li>• Laptop</li><li>• Write</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ Better Lesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</a></li></ul></li><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.6 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ English Worksheets Land (englishworksheetsland.com)<ul style="list-style-type: none"><li>▪ <a href="#">People and People</a></li></ul></li><li>▪ Goalbook Pathways (goalbookapp.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.6 Use Technology to Collaborate and Publish</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>▪ Have the student work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.</li><li>▪ Have students use e-mail to interact with pen pals.</li></ul></li></ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Have the student to record daily activities on a blog that is shared with parents instead of a traditional home-school notebook.
  - Allow the student to navigate the internet using screen reader software to identify information about a selected topic. Then ask the student to use the information to write using a talking word processor with an alternative keyboard and share what was learned with classmates.
  - Have the student select images from the internet and write about the images using a talking word processor and word prediction software and share what is learned with classmates.
  - Allow the student to use a list of criteria, word prediction software, and an alternative keyboard to write an e-mail to a pen pal.
  - Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. For example, in a science lesson, after visiting websites designated by the teacher (e.g., Internet Workshop), use a talking word processor to draft notes and share what was learned with peers.
- **Videos**
    - YouTube by Cambridge English
      - [Teach with digital – using digital tools to improve writing](#)
    - YouTube by KWije
      - [Text Structure Techniques - Comparison](#)
    - YouTube by EZ EdYech!
      - [How to Make INTERACTIVE Google Slides \(All the Basics & Then Some!\)](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.8.7 With guidance and support, conduct short research projects to answer and pose questions based on one source of information.		A.W.8.7.a Conduct short research projects to answer and pose questions based on one source of information.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.7.a (A) Conduct short research projects to answer and pose questions based on one source of information.	A.W.8.7.a (B) Explore a research project to answer a question.	A.W.8.7.a (C) Explore a short research project.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Research information about a topic of interest.</li> <li>• Translate what is learned into text.</li> <li>• Look up resources for a research project using multiple resources.</li> <li>• Learn how to use research tools.</li> </ul>		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Library</li> <li>• Project</li> <li>• Question</li> <li>• Research</li> <li>• Resource</li> <li>• Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ BetterLesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</a></li> </ul> </li> <li>▪ Education.com (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.7 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ English Worksheet Land (englishworksheetsland.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Grade 8 Research Project Worksheets</a></li> </ul> </li> <li>▪ Goalbook Pathways (goalbookapp.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.7 Conduct Research Projects</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have the student conduct research using the internet to gather information from various sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads four websites to identify the information before writing the answer).</li> <li>▪ Allow the student to use sticky notes to mark pages in many topical books where there is relevant information (e.g., What led to the American Revolution?), and then write that information in a group research project.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Have the student search websites bookmarked by the teacher for information to use in writing about a topic (e.g., The teacher asks students to answer the question, “How is the sun different from earth?” The student reads the websites to identify information before writing the answer).
  - Allow the student to use screen reading software to read websites bookmarked by the teacher. While reading, ask the student to capture information and use it to write an answer to a question.
  - Given a text displayed on an interactive whiteboard, have the student work with a peer to identify two facts to include in a group research project.
- **Videos**
    - PBS Learning Media ([mpb.pbslearningmedia.org](http://mpb.pbslearningmedia.org))
      - [Narrow Your Research Topic](#)
    - YouTube by Teaching Without Frills
      - [Writing Videos for Kids: How to Evaluate Sources for Reliability](#)
    - YouTube by Steely Library NKU
      - [Developing a Research Question](#)
    - YouTube by PBS Western Reserve
      - [projectRESEARCH: Consider the Source -- Understanding Information \(Student Video\)](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.8.8 Select quotes providing relevant information about a topic from multiple print or digital sources.		A.W.8.8.a Select quotes providing relevant information about a topic from multiple print or digital sources.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.8.a (A) Select quotes providing relevant information about a topic from multiple print or digital sources.	A.W.8.8.a (B) Select a quote providing relevant information about a topic from multiple print or digital sources.	A.W.8.8.a (C) Identify a quote.	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Write a book report.</li><li>• Use the internet to find information.</li><li>• Understand that information can found in a variety of resources.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Digital</li><li>• Print</li><li>• Quotation Marks</li><li>• Quote</li><li>• Source</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ BetterLesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</a></li></ul></li><li>▪ Goalbook Pathways (goalbookapp.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.8 Gather and Cite Information</a></li></ul></li><li>▪ Education.com (education.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.8 Worksheets, Workbooks, Lesson Plans, and Games</a></li></ul></li><li>▪ English Worksheets Land<ul style="list-style-type: none"><li>▪ <a href="#">Gather Relevant Search Information</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>▪ Given a collection of books, have the student search for quotes that state conclusions on an assigned topic and write notes on the information they provide.</li><li>▪ Given a selection of quotes from a text on a given topic, have the student identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</li></ul></li></ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- During shared reading, given a list of words (some of which are included in the text), identify those that are relevant and what information they provide.

- **Videos**

- YouTube by Teaching Without Frills
  - [Writing Videos for Kids: How to Evaluate Sources for Reliability](#)
- YouTube by IDEA
  - [9 - Learning how to find, evaluate, and use resources to explore a topic in depth](#)
- YouTube by Kyle Pullano
  - [Integrate Information from Multiple Sources](#)
- YouTube by Teach Channel
  - [Comparing and contrasting contents of materials viewed from sources of information](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<p><b>A.W.8.9</b> With guidance and support, use information from literary and informational text to support writing.</p>		<p><b>A.W.8.9.a</b> Apply <i>MS AAAS of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).</p> <p><b>A.W.8.9.b</b> Apply <i>MS AAAS of Grade 8 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p><b>A.W.8.9.a (A)</b> Apply <i>MS AAAS of Grade 8 Reading Standards</i> to literature (e.g., “Compare and contrast themes, patterns of events, or characters across two or more stories or dramas”).</p>	<p><b>A.W.8.9.a (B)</b> Compare two characters from a story or drama.</p>	<p><b>A.W.8.9.a (C)</b> Identify a character from a story or drama.</p>	
<p><b>A.W.8.9.b (A)</b> Apply <i>MS AAAS of Grade 8 Reading Standards</i> to informational texts (e.g., “Use relevant and sufficient evidence for supporting the claims and argument”).</p>	<p><b>A.W.8.9.b (B)</b> Match relevant evidence for supporting claims and arguments.</p>	<p><b>A.W.8.9.b (C)</b> Recognize an argument.</p>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Gather information on a favorite topic.</li> <li>• Make a list of their favorite books.</li> <li>• Find a book in the library.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Argument</li> <li>• Claim</li> <li>• Drama</li> <li>• Story</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Draw evidence from literary or informational texts to support analysis, reflection, and research.</a></li> </ul> </li> <li>▪ Goalbook Pathways (goalbookapp.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.9 Write a Text Analysis</a></li> </ul> </li> <li>▪ Education.com (education.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">W.8.9 Worksheets, Workbooks, Lesson Plans, and Games</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- **Activities**

- After reading a book and identifying which characters are fictional, have the student use the information in the book to make a list of the characteristics of the characters.
- After reading a story and seeing a video of the same story, write to compare the two.
- After reading a story and a topically related history text, have the student complete notes in a Venn diagram in graphic organizer software, listing what is unique to the characters in a fictional text, people in a topically related nonfiction text, and what is the same.
- After the teacher reads a book with a small group to identify whether the characters in a story are real or fictional, have the student use the information in writing about the characters.
- Have the student write words or phrases from a list to identify what is the same between characters in a fictional text and people in a topically related nonfiction text.
- After highlighting the claims (from a list) that were found in an informational text, ask the student to write about the best claim and what makes it best.
- After reading a print ad or commercial and selecting from a list of claims found in the commercial or advertisement, ask the student to write the claims selected and what makes them exaggerated.
- After identifying a claim in a print ad, have the student write the claim and, with teacher guidance and support, explain how it is exaggerated.

- **Videos**

- YouTube by JedidiahVilla
  - [Literary and Informational Texts](#)
- YouTube by Lincoln Learning Solutions
  - [Understanding Informational Texts](#)
- YouTube by Mometrix Academy
  - [Literature: Informative Texts](#)
- YouTube by PowToon
  - [Using Text Evidence](#)
- YouTube by Mr. S – Upper Elementary
  - [Informative Writing - Introduction](#)
- YouTube by Bloom Edu
  - [Textual Evidence](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.8.10 With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		A.W.8.10.a Write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.8.10.a (A) Write routinely for a variety of tasks, purposes, and audiences.		A.W.8.10.a (B) Write routinely for a variety of purposes and audiences.	A.W.8.10.a (C) Write routinely for a variety of tasks.
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Write name and date in classroom journal each day.</li><li>• Make a list of supplies.</li><li>• Write their name on their personal items.</li></ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"><li>• Purpose</li><li>• Routine</li><li>• Task</li><li>• Write</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li>• <b>Websites, articles, and other collections</b><ul style="list-style-type: none"><li>▪ BetterLesson (betterlesson.com)<ul style="list-style-type: none"><li>▪ <a href="#">Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</a></li></ul></li><li>▪ Goalbook Pathways (goalbookapp.com)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.10 Write Routinely</a></li></ul></li><li>▪ English Worksheets Land (englishworksheetsland.com)<ul style="list-style-type: none"><li>▪ <a href="#">Grade 8 Writing Projects</a></li></ul></li></ul></li><li>• <b>Activities</b><ul style="list-style-type: none"><li>▪ Ask the student to send an e-mail to a friend.</li><li>▪ Have students write labels to go with a display for a group research project.</li><li>▪ Using a multiple message voice output device and given modeling from an adult communication partner, have the student use the device to make comments during shared reading which are added to a written summary of the text.</li></ul></li><li>• <b>Videos</b><ul style="list-style-type: none"><li>▪ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none"><li>▪ <a href="#">W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Videos).</a></li></ul></li><li>▪ YouTube by Teaching Without Frills<ul style="list-style-type: none"><li>▪ <a href="#">How to Write for Your Audience- Writing Video for Kids</a></li></ul></li></ul></li></ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- YouTube by CHS Eagles English
  - [Writing: Task, Purpose, and Audience](#)
- YouTube by Vicky Mafed
  - [Purpose, Audience Form \(P.A.F.\)](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.8.1 Engage in collaborative discussions.		<p>A.SL.8.1.a Come to discussions prepared to share information previously studied.</p> <p>A.SL.8.1.b Follow simple rules and carry out assigned roles during discussions.</p> <p>A.SL.8.1.c Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.</p> <p>A.SL.8.1.d Acknowledge new information expressed by others in a discussion and relate it to own ideas.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.8.1.a (A) Come to discussions prepared to share information previously studied.	A.SL.8.1.a (B) Share information about a previously studied topic while participating in a discussion.	A.SL.8.1.a (C) Express information about a previously studied topic in a discussion.	
A.SL.8.1.b (A) Follow simple rules and carry out assigned roles during discussions.	A.SL.8.1.b (B) Participate in a discussion using an assigned role.	A.SL.8.1.b (C) Participate in a discussion.	
A.SL.8.1.c (A) Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.	A.SL.8.1.c (B) Ask at least one related question and contribute at least one related comment in a discussion.	A.SL.8.1.c (C) Repeat information in a discussion.	
A.SL.8.1.d (A) Acknowledge new information expressed by others in a discussion and relate it to own ideas.	A.SL.8.1.d (B) Repeat new information in a discussion and relate it to own ideas.	A.SL.8.1.d (C) Use non-verbal cues to acknowledge new information in a discussion.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Participate in classroom discussions.</li> <li>• Ask a question when new information is presented.</li> <li>• Participate in discussion with family and friends.</li> <li>• Recall information learned during a discussion.</li> <li>• Recall information learned in a previous a discussion.</li> <li>• Communicate with others at social gatherings.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge</li> <li>• Answer</li> <li>• Ask</li> <li>• Collaborate</li> <li>• Communicate</li> <li>• Conversation</li> <li>• Discuss</li> <li>• Engage</li> <li>• Follow</li> <li>• Information</li> <li>• Nod</li> <li>• Recall</li> <li>• Repeat</li> <li>• Role</li> <li>• Rules</li> <li>• Share</li> </ul>	
<b>Resources:</b>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- **Websites, articles, and other collections**
  - Edutopia (edutopia.org)
    - [Teaching Your Students How to Have a Conversation](#)
  - The Autism Helper (theautismhelper.com)
    - [Teaching Conversation Skills](#)
  - We Are Teachers (weareteachers.com)
    - [13 Strategies to Improve Student Classroom Discussions](#)
- **Activities**
  - Have students discuss understood roles and rules of conversation.
  - Ask the student to recall specific information from a previous lesson or topic.
  - Have students practice conversations with classmates or supportive adults in the school building.
  - Probe for more details during a classroom discussion.
  - Have students take turns telling their account of a shared event.
  - Have students ask questions of each other during a discussion.
- **Videos**
  - YouTube by Susan Jones Teaching
    - [Speaking and Listening Skills](#)
  - YouTube by FCPS ISD Language Arts
    - [Focus Lesson on Talk Moves](#)
  - YouTube by Autism Life Skills Videos
    - [Reciprocal Conversation](#)
  - YouTube by Kristine Karcher
    - [Social Skills – Having a Conversation](#)
  - YouTube by Everyday Speech
    - [Social Skills Video: Making Connected Comments](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
<b>A.SL.8.2</b> Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.		<b>A.SL.8.2.a</b> Describe information presented in a graphic, oral, visual, or multimodal format. <b>A.SL.8.2.b</b> Explain the purpose of information presented in a graphic, oral, visual, or multimodal format.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.8.2.a</b> (A) Describe information presented in a graphic, oral, visual, or multimodal format.	<b>A.SL.8.2.a</b> (B) Recognize information presented in a graphic, oral, visual, or multimodal format.	<b>A.SL.8.2.a</b> (C) Repeat information presented in a graphic, oral, visual, or multimodal format.	
<b>A.SL.8.2.b</b> (A) Explain the purpose of information presented in a graphic, oral, visual, or multimodal format.	<b>A.SL.8.2.b</b> (B) Paraphrase the purpose of information presented in a graphic, oral, visual, or multimodal format.	<b>A.SL.8.2.b</b> (C) Select the purpose of information presented in a graphic, oral, visual, or multimodal format.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Follow directions correctly.</li> <li>Make sense of news stories or political ads.</li> <li>Understand the purpose of a story told by a classmate.</li> <li>Describe the message or intent of a movie or television show.</li> <li>Answer questions about the purpose of a story or other information that is read aloud.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Describe</li> <li>Detail</li> <li>Explain</li> <li>Graphic</li> <li>Meaning</li> <li>Oral</li> <li>Presentation</li> <li>Purpose</li> <li>Recognize</li> <li>Repeat</li> <li>Visual</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Prodigy (prodigygame.com)               <ul style="list-style-type: none"> <li><a href="#">Teaching Media Literacy</a></li> </ul> </li> <li>Media Smarts (mediasmarts.ca)               <ul style="list-style-type: none"> <li><a href="#">Media Literacy Fundamentals</a></li> </ul> </li> <li>Literacy Ideas for Teachers and Students (literacyideas.com)               <ul style="list-style-type: none"> <li><a href="#">Teaching Visual Literacy in the Classroom</a></li> </ul> </li> <li>AIS NSW (sites.google.com/site/aismultimodaltext)               <ul style="list-style-type: none"> <li><a href="#">Creating Multimodal Text</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Provide the student with opportunities to hear stories or directions read aloud.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Ask the student questions after reading aloud.
- Share videos of speakers and have the student guess the speaker's purpose.
- Provide the student with opportunities to explore different types of media and determine their purposes.
- Ask the student to repeat the message following presentations of information through different types of media.
- Share recordings and have students ask and answer questions about what they heard to determine the purpose.
- **Videos**
  - YouTube by Becca Aaker
    - [Author's Purpose with PIE](#)
  - YouTube by McGraw Hill PreK-12
    - [Introduction to Reading Skills: Author's Purpose](#)
  - YouTube by EasyTeaching
    - [Main Idea, Summarizing and Reading Strategies](#)
  - YouTube by Ms. Walsh's 3<sup>rd</sup> Grade
    - [How to Find the Main Idea and Key Details](#)
  - YouTube by Teaching Without Frills
    - [Asking and Answering Questions](#)
  - YouTube by Education Galaxy
    - [Reading - Ask and Answer Questions](#)
  - YouTube by Reading Horizons
    - [How to Modify Reading Instruction to Meet the needs of Students in Special Education](#)

COURSE: Alternate English Language Arts Eight Grade  
 DOMAIN: Speaking and Listening  
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.8.3 Determine the argument made by a speaker on a topic.		A.SL.8.3.a Describe information heard from a speaker on a topic. A.SL.8.3.b Explain the argument made by a speaker on a topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.8.3.a (A) Describe information heard from a speaker on a topic.	A.SL.8.3.a (B) Recognize information heard from a speaker on a topic.	A.SL.8.3.a (C) Repeat information heard from a speaker on a topic.	
A.SL.8.3.b (A) Explain the argument made by a speaker on a topic.	A.SL.8.3.b (B) Paraphrase the argument made by a speaker on a topic.	A.SL.8.3.b (C) Select the argument made by a speaker on a topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Identify the arguments made in news stories or political ads.</li> <li>Understand the argument or claim made by a classmate expressing their opinion on a topic.</li> <li>Describe the message or intent of a movie or television show.</li> <li>Answer questions about the argument made by a speaker sharing information.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Argument</li> <li>Describe</li> <li>Detail</li> <li>Determine</li> <li>Explain</li> <li>Intent</li> <li>Meaning</li> <li>Presentation</li> <li>Recognize</li> <li>Repeat</li> <li>Speaker</li> <li>Topic</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Prodigy (prodigygame.com)               <ul style="list-style-type: none"> <li><a href="#">Teaching Media Literacy</a></li> </ul> </li> <li>Media Smarts (mediasmarts.ca)               <ul style="list-style-type: none"> <li><a href="#">Media Literacy Fundamentals</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">SL.8.3 Curriculum Documents</a></li> </ul> </li> </ul> </li> <li><b>Activities</b> <ul style="list-style-type: none"> <li>Provide the student with opportunities to hear stories or directions read aloud.</li> <li>Ask the student questions after reading aloud.</li> <li>Share videos of speakers and have the student guess the speaker's purpose.</li> <li>Provide the student with opportunities to explore different types of media and determine their purposes.</li> <li>Ask the student to repeat the message following presentations of information through different types of media.</li> <li>Share recordings and have students ask and answer questions about what they heard to determine the purpose.</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- **Videos**

- YouTube by Khan Academy
  - [What is an Argument?](#)
- YouTube by Becca Aaker
  - [Author's Purpose with PIE](#)
- YouTube by Katie Hilker
  - [The Parts of an Argument](#)
- YouTube by McGraw Hill PreK-12
  - [Introduction to Reading Skills: Author's Purpose](#)
  - [Introduction to Reading Skills: Claims and Supporting Evidence](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
<b>A.SL.8.4</b> Present descriptions, facts, or details supporting specific points made on a topic.		<b>A.SL.8.4.a</b> Select descriptions, facts, or details to support specific points made on a topic. <b>A.SL.8.4.b</b> Use descriptions, facts, or details to present specific points on a topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.SL.8.4.a (A)</b> Select descriptions, facts, or details to support specific points made on a topic.	<b>A.SL.8.4.a (B)</b> Match descriptions, facts, or details to support specific points made on a topic.	<b>A.SL.8.4.a (C)</b> Repeat descriptions, facts, or details to support specific points made on a topic.	
<b>A.SL.8.4.b (A)</b> Use descriptions, facts, or details to present specific points on a topic.	<b>A.SL.8.4.b (B)</b> Use at least one description, fact, or detail to present specific points on a topic.	<b>A.SL.8.4.b (C)</b> Recall a description, fact, or detail from a topic.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Research a topic of interest and tell others about it with specific details.</li> <li>• Restate a news story or online video using supporting details.</li> <li>• Describe an event or activity with facts and details.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Description</li> <li>• Detail</li> <li>• Fact</li> <li>• March</li> <li>• Point</li> <li>• Present</li> <li>• Recall</li> <li>• Select</li> <li>• Supporting</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ ReadWriteThink (readwritethink.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>▪ Common Sense Education (commonsense.org)               <ul style="list-style-type: none"> <li>▪ <a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> <li>▪ What I Have Learned (whatihavelearnedteaching.com)               <ul style="list-style-type: none"> <li>▪ <a href="#">7 Ways to Introduce Opinion Writing To Elementary Students</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students present topics including descriptions, facts, or details.</li> <li>▪ Ask the student to describe their favorite movie or television episode using descriptions, facts, or details.</li> <li>▪ Have students prepare a presentation and share the facts and details of an important event.</li> </ul> </li> <li>• <b>Videos</b></li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- YouTube by Townsend Press
  - [Supporting Details](#)
- YouTube by Teaching Independent Learners
  - [Anchor Charts with Ms. Arwood: Facts and Details](#)
- YouTube by Tisa at Pisara
  - [Reading: Recalling Details](#)
- YouTube by Groobles Media
  - [How to Prepare Your Oral Presentation](#)
- YouTube by Wanna Know
  - [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
  - [How to Make a Video: Film and Edit Tips for Kids](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.8.5 Include multimedia and visual information into presentations.		A.SL.8.5.a Use multimedia and other visuals to present information.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.8.5.a (A) Use multimedia and other visuals to present information.	A.SL.8.5.a (B) Use multimedia or other visuals to present information.	A.SL.8.5.a (C) Use at least one visual to present information.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Research a topic of interest and present it with visual displays.</li> <li>• Create a PowerPoint or other multimedia presentation to share about a new topic.</li> <li>• Use multimedia or other visuals to describe an event or activity.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Describe</li> <li>• Multimedia</li> <li>• Present</li> <li>• Presentation</li> <li>• Visual</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ ReadWriteThink (readwritethink.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Students as Creators: Exploring Multimedia</a></li> </ul> </li> <li>▪ Common Sense Education (commonsense.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Best Classroom Tools for Presentations and Slideshows</a></li> </ul> </li> <li>▪ What I Have Learned (whatihavelearnedteaching.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">7 Ways to Introduce Opinion Writing to Elementary Students</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have students present topics using multimedia or other visuals.</li> <li>▪ Ask students to present their favorite movie or television episode using visual displays.</li> <li>▪ Have students work together to prepare a presentation using multimedia.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>▪ YouTube by Groobles Media                             <ul style="list-style-type: none"> <li>▪ <a href="#">How to Prepare Your Oral Presentation</a></li> </ul> </li> <li>▪ YouTube by Wanna Know                             <ul style="list-style-type: none"> <li>▪ <a href="#">Power Point Tutorial for Kids</a></li> </ul> </li> <li>▪ YouTube by CraftyGirls                             <ul style="list-style-type: none"> <li>▪ <a href="#">How to Make a Video: Film and Edit Tips for Kids</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.8.6 Adapt communication to a variety of contexts and tasks.		<p>A.SL.8.6.a Distinguish between a variety of contexts and tasks, e.g., interpersonal, group, and public communication.</p> <p>A.SL.8.6.b Apply communication rules to participate in conversations.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.8.6.a (A) Distinguish between a variety of contexts and tasks, e.g., interpersonal, group, and public communication.	A.SL.8.6.a (B) Distinguish between at least two contexts and tasks, e.g., interpersonal, group, and public communication.	A.SL.8.6.a (C) Recognize at least one way to communicate.	
A.SL.8.6.b (A) Apply communication rules to participate in conversations.	A.SL.8.6.b (B) Identify communication rules to participate in conversations.	A.SL.8.6.b (C) Recognize communication rules to participate in conversations.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Change communication styles when speaking with adults and peers.</li> <li>• Participate in a conversation and stay on topic.</li> <li>• Answer questions about daily routines (e.g., cafeteria order, bus number, schedule, etc.).</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Answer</li> <li>• Ask</li> <li>• Communicate</li> <li>• Conversation</li> <li>• Discussion</li> <li>• Identify</li> <li>• Participate</li> <li>• Speak</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ AssistiveWare (assistiveware.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">Communication Partner Skills for AAC Learners</a></li> </ul> </li> <li>▪ Edutopia (edutopia.org)           <ul style="list-style-type: none"> <li>▪ <a href="#">Teaching Communication Skills</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have the student practice talking with friends.</li> <li>▪ Have the student practice talking with supportive adults or community helpers.</li> <li>▪ Ask the student to hold discussions around how conversations with peers and adults sound differently.</li> <li>▪ Invite supportive adults in to practice formal conversations.</li> <li>▪ If possible, take students to a store or restaurant to practice formal conversations.</li> </ul> </li> <li>• <b>Videos</b> <ul style="list-style-type: none"> <li>▪ YouTube by Innoventure NMSU           <ul style="list-style-type: none"> <li>▪ <a href="#">Innoventure Jr: Formal and Informal Communication</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- YouTube by Help Teaching
  - [Formal and Informal Language](#)
- YouTube by RADLD
  - [Teacher tips 1: Adapting your language](#)
- Everyday Speech (everydayspeech.com)
  - [Social Skills Video Lessons](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
<b>A.L.8.1</b> Demonstrate standard English grammar and usage when communicating.		<b>A.L.8.1.a</b> Not applicable <b>A.L.8.1.b</b> Form and use the simple verb tenses (e.g., I walked, I walk, I will walk). <b>A.L.8.1.c</b> Use appropriate verbs to match nouns. <b>A.L.8.1.d</b> Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<b>A.L.8.1.b (A)</b> Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	<b>A.L.8.1.b (B)</b> Match similar verbs.	<b>A.L.8.1.b (C)</b> Select a simple verb.	
<b>A.L.8.1.c (A)</b> Use appropriate verbs to match nouns.	<b>A.L.8.1.c (B)</b> Given three choices, select the appropriate verb to match a noun.	<b>A.L.8.1.c (C)</b> Communicate a desired activity using a noun and verb.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Engage in real-life learning by participating in a research project.</li> <li>Participate in reading circles and be able to share ideas effectively.</li> <li>Communicate effectively with friends.</li> <li>Use verbs correctly in general statements.</li> <li>Use verbs correctly to refer to actions.</li> <li>Communicate effectively with peers and adults.</li> <li>Engage in real-life learning by participating in a research project.</li> <li>Participate in reading circles and be able to share ideas effectively.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Appropriate</li> <li>Verb tenses</li> <li>Nouns</li> <li>Past tense</li> <li>Present tense</li> <li>Similar</li> <li>Simple</li> <li>Usage</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>Better Lesson (betterlesson.com)               <ul style="list-style-type: none"> <li><a href="#">L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</a></li> </ul> </li> <li>Engage<sup>ny</sup> (engageny.org)               <ul style="list-style-type: none"> <li><a href="#">L.8.1 Curriculum Documents</a></li> </ul> </li> <li>PBS Learning Media (mpb.pbslearningmedia.org)               <ul style="list-style-type: none"> <li><a href="#">L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (Interactive Videos).</a></li> </ul> </li> <li>Share My Lesson [requires a free account] (sharemylesson.com)</li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [L.8.1 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.8.1.A Worksheet Infinitive Phrase](#)
  - [L.8.1.B Worksheet Active and Passive Voice](#)
  - [L.8.1.C Worksheet Verbs to Indicate Mood](#)
- **Activities**
  - Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing.
  - Have the student practice using noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer (e.g., “Car go fast.”, “Mom works.”, “Big, red, car,” etc.).
  - Have the student identify common nouns and verbs in symbolic form by pointing to symbols provided by the teacher to identify activity (e.g., When asked, “What do you want to do?” and provided with symbols for possible choices, the student points to the symbol for “drink”).
  - Have the student practice using regular plural nouns (e.g., Say “dogs” when the teacher shows a picture and says, “If this is one dog, these are two . . .”).
  - Ask questions to allow the student to practice using present and past tense verbs with matching nouns (e.g., The teacher asks, “What did you do?” and the student says, “Watched TV”).
  - Have the student ask questions in simple complete sentences (e.g., “Who is she?”).
- **Videos**
  - YouTube by Alexander Lane
    - [How to Use Simple Verb Tenses – English Verbs](#)
  - YouTube by Mind Blooming
    - [Verbs Part 3: Simple Verb Tenses \(Past, Present, and Future Tense\) | English for Kids](#)
  - YouTube by Periwinkle
    - [Simple Tenses – Past, Present, and Future with Examples | English Grammar for Kids](#)
  - YouTube by ELF Kids Videos
    - [Learn Past Tense Verbs #1 – Pattern Practice – Simple Past Tense](#)
  - YouTube by fitchr4
    - [Verb Functions and Verb Tenses](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.8.2 Demonstrate understanding of conventions of standard English.		<p>A.L.8.2.a Use end punctuation and capitalization when writing a sentence or question.</p> <p>A.L.8.2.b Not applicable</p> <p>A.L.8.2.c Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.8.2.a (A) Use end punctuation and capitalization when writing a sentence or question.	A.L.8.2.a (B) Use a period to end a sentence and capitalize the first word.	A.L.8.2.a (C) Make a choice from two items to complete a sentence.	
A.L.8.2.c (A) Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.	A.L.8.2.c (B) Spell common sight words correctly.	A.L.8.2.c (C) Given two choices, select the word that is spelled correctly.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Spell words phonetically.</li> <li>• Communicate clearly and avoid errors that sound strange.</li> <li>• Understand the rules of language and apply them effectively to get original thoughts and ideas out to others.</li> <li>• Produce writing.</li> <li>• Spell frequently used words accurately.</li> <li>• Write down their home address correctly.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Common sight words</li> <li>• Common spelling patterns</li> <li>• Draw on knowledge</li> <li>• End punctuation</li> <li>• Letter-sound relationships</li> <li>• Question</li> <li>• Period</li> <li>• Phonetically</li> <li>• Sentence</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy Ideas (literacyideas.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Punctuation</a></li> </ul> </li> <li>▪ Education and Behavior (Educationandbehavior.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Try This Guided Writing Strategy to Help Your Child Improve Writing Skills</a></li> <li>▪ <a href="#">Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- Engage<sup>ny</sup> (engageny.org)
  - [L.8.2 Curriculum Documents](#)
  - [L.8.2.A Curriculum Documents](#)
- Nearpod [requires a free account] (nearpod.com)
  - [Resource Library for CCSS Standard L.8.2](#)
  - [Resource Library for CCSS Standard L.8.2.a](#)
  - [Resource Library for CCSS Standard L.8.2.b](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.8.2 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.8.2 Worksheet Using Abbreviations with names of People](#)
  - [L.8.2.a Worksheet Punctuation Pause and Breaks](#)
  - [L.8.2.b Sentence Types](#)
- **Activities**
  - Have the student write a short story and use correct ending punctuation and capitalization throughout.
  - Have the student write a single sentence about an observation during science class, using a capital letter to start and appropriate punctuation at the end of the sentence.
  - Have the student write a note to a friend including the question, “*Name*, will you go?”, capitalizing the friend’s name, first word, and using a question mark correctly.
  - Have the student, in his or her own writing, spell common sight words correctly, including words like is, the, in, at, can, on.
  - Select a book that the student can read easily. Start with single sentences—but make sure that there is some variety in the punctuation (so that every sentence does not end in a period). After telling the student that there is going to be a punctuation activity, ask him or her to read aloud the sentence in the book. If there is an error or omission, remove the paper away, telling the student that there was a mistake, and they need to start again. Move beyond single sentences as quickly as possible. As soon as two sentences are managed effectively, move up to short paragraphs of three to four sentences.
  - Have the student spell words phonetically when writing simple sentences.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing \(Videos\).](#)
  - YouTube by BJU Press Homeschool
    - [Super Marks: End Punctuation](#)
  - YouTube by Kids Academy

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [Punctuation in English | Punctuation at the End of a Sentence](#)
- YouTube by Scratch Garden
  - [Punctuation Explained \(by Punctuation!\)](#)
- YouTube by Alphablocks
  - [Alphablocks – Learn to Read | Phonetic Spelling | Phonics for Kids](#)
- YouTube by Rachel's English
  - [Learn the Phonetic Alphabet](#)
- YouTube by Miacademy Learning Channel
  - [How to use Quotation Marks](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

Standard		Performance Objectives	
A.L.8.3 Use language to achieve desired outcomes when communicating.		A.L.8.3.a Use to-be verbs (e.g., am, are, is, was, were, be, become, became) accurately when writing and communicating.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.8.3.a (A) Use to-be verbs (e.g., am, are, is, was, were, be, become, became) accurately when writing and communicating.	A.L.8.3.a (B) Use <i>I am</i> and <i>I was</i> accurately when communicating.	A.L.8.3.a (C) Point to a picture that depicts a common verb (e.g., “Show me <i>run</i> ”).	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Ask questions to provide specific information</li> <li>• Describe things, people, and ideas.</li> <li>• Inform or persuade others.</li> <li>• Report sensory information one has taken in.</li> <li>• Listen and communicate to obtain information to perform a task.</li> <li>• Ask for directions or help to perform an assigned task.</li> <li>• Follow multi-step verbal directions to complete assigned task.</li> <li>• Communicate to request, comment, and/or share information.</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Comment</li> <li>• Communicating</li> <li>• Different way</li> <li>• Desired</li> <li>• Information</li> <li>• Language</li> <li>• Needs</li> <li>• Outcome</li> <li>• Request</li> <li>• Share</li> <li>• Simple</li> <li>• Want</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.3 Curriculum Documents</a></li> </ul> </li> <li>▪ Nearpod [requires a free account] (nearpod.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Resource Library for CCSS Standard L.8.3</a></li> </ul> </li> <li>▪ Share My Lesson [requires a free account] (sharemylesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.3 Lesson Plans Templates</a></li> </ul> </li> <li>▪ Tutorified (tutorified.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.3.A Active and Passive Voice</a></li> </ul> </li> </ul> </li> <li>• <b>Activities</b> <ul style="list-style-type: none"> <li>▪ Have the student write sentences using to-be verbs (e.g., am, are, is, was, were, be, become, became).</li> </ul> </li> </ul>			

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DOMAIN: Language

CONCEPT: Knowledge of Language

- Combine words to create simple sentences that describe pictures depicting to-be verbs.
- Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing.
- Have students journal about own feelings (*I*) and those of friends (*he is*, or *he was*).
- **Videos**
  - YouTube by Sira Academy
    - [Verb "TO BE" for kids Learn the verb to be for kids](#)
  - YouTube by Compass Publishing
    - [English Grammar Lesson: Be Verbs – am are is](#)
  - YouTube by EnglishLessons4U – Learn English with Ronnie!
    - [Basic English Grammar – TO BE verb](#)
  - YouTube by Crown Academy of English
    - [Verb "to BE" | English grammar lesson & exercises](#)
  - YouTube by ELF Kids Videos
    - [Learn Past Tense Verbs #1 – Pattern Practice – Simple Past Tense](#)
  - YouTube by Oxford Online English
    - [How to Use To Be in English - Using Be in English Grammar Lesson](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.8.4 Demonstrate knowledge of word meanings.		<p><b>A.L.8.4.a</b> Use context to determine which word is missing from a content area text.</p> <p><b>A.L.8.4.b</b> Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).</p> <p><b>A.L.8.4.c</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p><b>A.L.8.4.d</b> Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.8.4.a (A) Use context to determine which word is missing from a content area text.	A.L.8.4.a (B) Use context to identify which word in an array of content-related words is missing from a sentence.	A.L.8.4.a (C) Match vocabulary to meaning.	
A.L.8.4.b (A) Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	A.L.8.4.b (B) Add a beginning or ending to a word and use it appropriately.	A.L.8.4.b (C) Repeat a word with a new beginning or ending when given a model.	
A.L.8.4.c (A) Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	A.L.8.4.c (B) Ask for help and use classroom resources when a difficult word is encountered.	A.L.8.4.c (C) Communicate when the meaning of a word is not known.	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Use words to predict the meaning of new vocabulary words.</li> <li>• Recognize the meaning of words.</li> <li>• Respond to the meaning of a word in context.</li> <li>• Determine the meaning of words when common affixes (<i>-ing, -ed, -s, -es</i>) are added.</li> <li>• Talk about things in the world.</li> <li>• Read and follow instructions.</li> </ul>		<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Affixes</li> <li>• Clarification</li> <li>• Context</li> <li>• Encountered</li> <li>• Frequently occurring root words</li> <li>• Meaning</li> <li>• Missing</li> <li>• Unfamiliar</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Literacy in Focus (litinfoocus.com)           <ul style="list-style-type: none"> <li>▪ <a href="#">3 Steps for Teaching Root Words, Prefixes, and Suffixes</a></li> </ul> </li> </ul> </li> </ul>			

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- Teaching with a Mountain View
  - [The Complete Guide to Teaching Prefixes and Suffixes](#)
- Read Write Think (readwritethink.org)
  - [Lesson Plan Improve Comprehension: A Word Game Using Root Words and Affixes](#)
- Reading Rockets (readingrockets.org)
  - [Use Words to Teach Words](#)
- Better Lesson (betterlesson.com)
  - [L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.](#)
- Engage<sup>ny</sup> (engageny.org)
  - [L.8.4 Curriculum Documents](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.8.4 Lesson Plans Templates](#)
- Tutorified (tutorified.com)
  - [L.8.4.A Worksheet Paragraph-based Context Clues](#)
  - [L.8.4.B Worksheet Latin and Greek Suffixes](#)
  - [L.8.4.C Worksheet Using References](#)
  - [L.8.4.D Worksheet Verifying Word Meanings](#)
- **Activities**
  - Have the student use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word.
  - Ask the student to use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning.
  - Allow the student to look up an unfamiliar word in a primary dictionary to check the meaning
  - While reading, have the student point to an unfamiliar word and ask about them.
  - Have the student use a bulletin board created by a teacher to clarify the meaning of an unfamiliar word encountered while reading.
- **Videos**
  - YouTube by GrammarSongs by Melissa
    - [Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies](#)
  - Khan Academy (khanacademy.org)
    - [Using context clues to figure out new words | Reading](#)
    - [What are affixes? | Reading](#)
  - YouTube by McGraw Hill PreK-12
    - [Context Clues – Introduction to Reading Skills](#)
  - YouTube by SmartBrainChild Sunday

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [Root Words – Vocabulary for Kids](#)
- YouTube by Danielle Hamilton
  - [Prefixes, root words, and suffixes](#)
- YouTube by Reading Rockets
  - [List-Group-Label](#)
- YouTube by eSparkLearningVideos
  - [Learning: Unknown Words](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard	Performance Objectives	
<b>A.L.8.5</b> Demonstrate understanding of word relationships and use.	<b>A.L.8.5.a</b> Demonstrate understanding of the use of multiple meaning words. <b>A.L.8.5.b</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse and household). <b>A.L.8.5.c</b> Use descriptive words to add meaning when writing and communicating.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
<b>A.L.8.5.a (A)</b> Demonstrate understanding of the use of multiple meaning words.	<b>A.L.8.5.a (B)</b> Given an array of choices, point to a second meaning of a word when the first meaning is provided.	<b>A.L.8.5.a (C)</b> Given two choices, point to a second meaning of a word when the first meaning is provided.
<b>A.L.8.5.b (A)</b> Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse and household).	<b>A.L.8.5.b (B)</b> Select a picture that depicts the meaning of a compound or complex word.	<b>A.L.8.5.b (C)</b> Identify the common word(s) that is part of a compound word.
<b>A.L.8.5.c (A)</b> Use descriptive words to add meaning when writing and communicating.	<b>A.L.8.5.c (B)</b> Write a simple sentence that includes an adjective to describe a picture.	<b>A.L.8.5.c (C)</b> Use descriptive words to describe a picture.
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Recognize words or phrases that are unfamiliar.</li> <li>Connect prior knowledge to unfamiliar words.</li> <li>Make predictions about word meanings.</li> <li>Use strategies to look up unfamiliar words.</li> <li>Talk about connections between familiar and unfamiliar words or phrases that mean similar things (e.g., grass, lawn).</li> <li>Participate in discussions about unfamiliar words.</li> <li>Distinguish between words that are spelled or sound the same but have different meanings.</li> <li>Apply context clues when reading.</li> </ul>	<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Adjective</li> <li>Common</li> <li>Complex words</li> <li>Compound words</li> <li>Describe</li> <li>Descriptive words</li> <li>Meaning</li> <li>Multiple meaning words</li> <li>Simple sentence</li> </ul>	
<b>Resources:</b>		

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- **Websites, articles, and other collections**
  - Free Language Stuff (freelanguagestuff.com)
    - [Multiple Meaning Words – Activities, Worksheets, Word Lists, and More](#)
  - K5 Learning (k5learning.com)
    - [Flashcards for Learning Multiple Meaning Words](#)
    - [100 Most Important Multiple Meaning Word Kids Need to Know](#)
  - Nearpod [requires a free account] (nearpod.com)
    - [Resource Library for Mississippi Standard L.8.4.A](#)
    - [Resource Library for Mississippi Standard L.8.4.D](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. \(Worksheet\).](#)
  - Share My Lesson [requires a free account] (sharemylesson.com)
    - [L.8.4.A Lesson Plans Templates](#)
  - TeacherVision [requires a free account] (teachervision.com)
    - [Which Meaning](#)
- **Activities**
  - Use a visual (e.g., vocabulary graphic organizers) to help the student to visualize the meaning of multi-meaning words using pictures and definitions.
  - After reading a text, have the student create pictures of words based on descriptions in the text.
  - Given a multi-meaning word from the text, ask the student to identify two or more related word meanings from a list provided by the teacher.
  - Have the student create a word web with a multi-meaning word in the center and listing boxes around it. Have the student list the possible definitions of the word based upon the shared reading using the multi-meaning.
  - List two words from the text that have multiple meanings. Ask students to explain the possible meanings of the words and tell where in the reading they can illustrate the meaning. Students are to justify their answers.
  - Provide multiple opportunities for practice with unknown words.
  - Model how use of picture cues can help one determine the meaning of new words.
  - Using an illustration of a character from the text, ask the student to identify words from a list that describes how the character looks in the illustration.
- **Videos**
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and](#)

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CONCEPT: Vocabulary Acquisition and Use

[content, choosing flexibly from a range of strategies. \(Videos\).](#)

- YouTube by Speech Therapist Mom
  - [Practice your Multiple Meaning Words with Mrs. G!](#)
- YouTube by Scholastic
  - [Action Magazine - Multiple Meanings](#)
- Education Galaxy Videos (egvideos.com)
  - [Mississippi - Grade 8 - Reading - Language –Reference materials L.8.4.C](#)

COURSE: Alternate English Language Arts Eight Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.8.6 Use general academic and domain-specific words and phrases across contexts.		A.L.8.6.a Use general academic and domain-specific words and phrases in speaking and writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.8.6.a (A) Use general academic and domain-specific words and phrases in speaking and writing.	A.L.8.6.a (B) Use general academic and domain-specific words and phrases in conversations.	A.L.8.6.a (C) Communicate using words and phrases acquired through interactions with others.	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Understand jargon words that are important to a particular subject of interest.</li> <li>• Have more in-depth conversations with peers.</li> <li>• Recognize the meaning of domain-specific words when conversing with others.</li> <li>• Communicate effectively to share information or respond to comments from others.</li> <li>• Select rhyming words for a song or poem.</li> <li>• Respond appropriately to <i>if/then</i> questions (i.e., “If it rains, then we stay in”).</li> </ul>		<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Acquired</li> <li>• Conversations</li> <li>• Domain specific words</li> <li>• Shared reading</li> <li>• Specific</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <b>Websites, articles, and other collections</b> <ul style="list-style-type: none"> <li>▪ Reading Rockets (readingrockets.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">Content Area Vocabulary Learning</a></li> </ul> </li> <li>▪ Better Lesson (betterlesson.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</a></li> </ul> </li> <li>▪ Education.com [requires a free account] (education.com)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.7.6 Workbooks, Lesson Plans, and Games</a></li> </ul> </li> <li>▪ Engage<sup>ny</sup> (engageny.org)                             <ul style="list-style-type: none"> <li>▪ <a href="#">L.8.6 Curriculum Documents</a></li> </ul> </li> <li>▪ PBS Learning Media (mpb.pbslearningmedia.org)</li> </ul> </li> </ul>			

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CONCEPT: Vocabulary Acquisition and Use

- [L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. \(Lessons\).](#)
- Tutorified (tutorified.com)
  - [L.8.6 Worksheet Vocabulary](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
  - [L.8.6 Lesson Plans Templates](#)
- **Activities**
  - Have the student describe the elements on a map, using the legend as needed.
  - In an end-of-day writing wrap-up, have students list words and phrases learned during the day.
  - Have the student match new content words to pictures.
  - Ask the student to use graphic organizers to generalize and sort old versus new words.
  - Use photographs to teach new vocabulary to the class, then ask the student to point to the word that matches the picture.
- **Videos**
  - YouTube by Audiopedia
    - [What Is Domain-Specific Language? What Does Domain-Specific Language Mean?](#)
  - You Tube by RHES Social Media
    - [Determine the meaning of words using context clues](#)
  - LearnZillion [requires a free account] (learnzillion.com)
    - [Use vocabulary in a text to deepen your understanding](#)
  - YouTube by PowerUp WHAT WORKS
    - [Embedded Supports to Differentiate Instruction for Struggling Students](#)
  - YouTube by eSpark Learning Videos
    - [Learning: Unknown Words](#)
    - [Context Clues Instructional Video](#)
  - YouTube by Reading Rockets
    - [Unknown Words: Strategies for Discovery](#)
  - PBS Learning Media (mpb.pbslearningmedia.org)
    - [L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. \(Videos\).](#)

