

Connecticut English Language Arts Model Curriculum Alignment

Resource Name: Imagine Learning EL Education

Alignment Grade 6				
Model Unit Name	Model Unit Standards	Publisher's Resource		
		Unit Numbers	Lessons	Pacing
<i>This is the title of the unit in the ELA model curriculum.</i>	<i>These are the Overarching, Priority, and Supporting Standards addressed in the unit.</i> <i>(Definitions for Standards)</i>	<i>These are the publisher's aligned units.</i>	<i>These are the lessons from the publisher's identified units that align with the priority standards within the model unit.</i>	<i>This is the publisher's expected number of days for instruction.</i>
Unit 1: The Making of a Good Story	<u>Overarching Standards:</u> 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. 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.		<u>Priority Standards:</u> 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. Module 3, Unit 1 Lesson 10 - Analyze Point of View and Development of Plot: Two Roads, Chapter 12	

	<p>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.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p><u>Priority Standards:</u></p> <p>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.</p> <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>		<p>Module 3, Unit 1, Lesson 12 - Analyze Structure and Character: Two Roads</p> <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Module 1, Unit 3, Lesson 6 – Plan a Narrative: Character</p> <p>Module 1, Unit 3, Lesson 9 -Write a Narrative</p> <p>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Module 1, Unit 1, Lesson 13 - Generate Discussion Norms</p> <p>Module 1, Unit 1, Lesson 14 - Prepare for Text-Based Discussion: The Lightning Thief, Chapter 1–12</p> <p>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>Module 3, Unit 2, Lesson 11 - Gather and Analyze Evidence</p> <p>L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	
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	<p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><u>Supporting Standards:</u></p> <p>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.</p> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W.6.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.6.5 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.</p>		<p>Module 3, Unit 2, Lesson 2 - Analyze Character and Theme: Two Roads, Chapter 21</p> <p>Module 3, Unit 2, Lesson 12 - Analyze a Model and Write a Narrative Letter</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>Module 1, Unit 1, Lesson 1 - Discover Our Topic: Greek Mythology</p> <p>Module 1, Unit 1, Lesson 4 - Analyze Point of View: The Lightning Thief, Chapter 3</p>	
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	<p>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L.6.1.b Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>			
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	<p>phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>			
<p>Unit 2:</p> <p>Analyzing Craft and Structure</p>	<p><u>Overarching Standards:</u></p> <p>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 and proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>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.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p>		<p><u>Priority Standards:</u></p> <p>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.</p> <p>Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: The Lightning Thief, Chapter 1</p> <p>Module 1, Unit 1, Lesson 3 - Analyze Point of View: The Lightning Thief, Chapters 1 and 2</p> <p>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.</p> <p>Module 2, Unit 1, Lesson 8 - Analyze Structure: The Boy Who Harnessed the Wind, Chapters 4 and 5</p> <p>Module 2, Unit 1, Lesson 11 - Analyze Structure: The Boy Who Harnessed the Wind</p>	

	<p><u>Priority Standards:</u></p> <p>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.</p> <p>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.</p> <p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claims and reasons.</p> <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>L.6.1.e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> <p><u>Supporting Standards:</u></p> <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including</p>		<p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claims and reasons.</p> <p>Module 4, Unit 3, Lesson 4 - Write Collaborative Argument Essay: Proof Paragraph 2 and Conclusion</p> <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>Module 1, Unit 3, Lesson 6 – Plan a Narrative: Character</p> <p>Module 1, Unit 3, Lesson 9 -Write a Narrative</p> <p>L.6.1.e Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>Module 3, Unit 1, Lesson 11 - Analyze Language and Point of View: Two Roads, Chapters 13 and 14</p> <p>Module 3, Unit 1, Lesson 13 - Analyze Structure and Language: Two Roads, Chapter 16</p> <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p>	
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	<p>figurative, connotative, and technical meanings.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations</p>		<p>Module 1, Unit 1, Lesson 7 - Analyze Figurative Language: The Lightning Thief, Chapters 4 and 5</p> <p>Module1 , Unit 1, Lesson 8 - Analyze Point of View: The Lightning Thief, Chapter 6</p>	
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	(definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).			
Unit 3: What's the Big Idea?	<p><u>Overarching Standards:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p><u>Priority Standards:</u></p> <p>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular</p>		<p><u>Priority Standards:</u></p> <p>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.</p> <p>Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: The Lightning Thief, Chapter 1</p> <p>Module 1, Unit 1, Lesson 12 - Introduce Themes in The Lightning Thief</p> <p>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.</p> <p>Module 1, Unit 1, Lesson 5 - Close Read: Informational Text: "Why Ancient Greek Mythology Is Still Relevant Today"</p> <p>Module 1, Unit 3, Lesson 2 - Close Read: "Hestia"</p> <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	

<p>details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>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.</p> <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><u>Supporting Standards:</u></p> <p>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).</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p>		<p>Module 1, Unit 2, Lesson 9 - Compare and Contrast Essay: Plan Proof Paragraph 1</p> <p>Module 1, Unit 2, Lesson 10 - Compare and Contrast Essay: Plan Proof Paragraph 2</p> <p>SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>Module 3, Unit 1, Lesson 3 - Analyze Point of View: Captain Pratt</p> <p>Module 3, Unit 1, Lesson 4 - Close Read: Analyze Point of View and Unfamiliar Words: “The Land of Red Apples”</p> <p>L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>Module 1, Unit 3, Lessons 10-11 - Prepare for the Performance Task Opening</p> <p>Module 2, Unit 3, Lesson 4 - Collaborative Problem-Solution Essay: Draft Proof Paragraph 1</p>	
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	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>			
<p>Unit 4:</p> <p>Finding the Evidence</p>	<p><u>Overarching Standards:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p><u>Priority Standards:</u></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Module 1, Unit 1, Lesson 1 - Discover Our Topic: Greek Mythology</p> <p>Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: The Lightning Thief, Chapter 1</p> <p>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.</p> <p>Module 1, Unit 3, Lesson 3 - Research a Greek God</p>	

	<p>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.</p> <p><u>Priority Standards:</u></p> <p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><u>Supporting Standards:</u></p> <p>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.9 Compare and contrast one author's presentation of events with that of another</p>		<p>Module 2, Unit 1, Lesson 3 - Determine Central Idea: The Boy Who Harnessed the Wind, Chapter 1</p> <p>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.</p> <p>Module 3, Unit 3, Lesson 2 - Gather Evidence and Plan Collaborative Literary Argument Essay</p> <p>Module 3, Unit 3, Lesson 4 - Collaborative Literary Argument Essay: Analyze a Model and Draft Proof Paragraph 1</p> <p>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Module 3, Unit 2, Lesson 11 - Gather and Analyze Evidence</p> <p>Module 3, Unit 3, Lesson 2 - Gather Evidence and Plan Collaborative Literary Argument Essay</p> <p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Module 4, Unit 3, Lesson 4 - Write Collaborative Argument Essay: Proof Paragraph 2 and Conclusion</p>	
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<p>(e.g., a memoir written by and a biography on the same person).</p> <p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1.d Establish and maintain a formal style.</p> <p>W.6.1.e Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.5 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.</p> <p>SL.6.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p>			
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	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>			
<p>Unit 5:</p> <p>Communicating for a Purpose</p>	<p><u>Overarching Standards:</u></p> <p>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.</p> <p>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.</p> <p>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.</p>		<p><u>Priority Standards:</u></p> <p>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.</p> <p>Module 1, Unit 1, Lesson 6 - Launch Independent Research Reading</p> <p>Module 1, Unit 1, Lesson 7 - Analyze Figurative Language: The Lightning Thief, Chapters 4 and 5</p> <p>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.</p>	

	<p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p><u>Priority Standards:</u></p> <p>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.</p> <p>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.</p> <p>W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>		<p>Module 3, Unit 3, Lesson 5 - Collaborative Literary Argument Essay: Analyze a Model and Draft Proof Paragraph 2</p> <p>Module 4, Unit 1, Lesson 3 - Analyze Point of View: Team Moon</p> <p>W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Module 1, Unit 2, Lesson 8 - Compare and Contrast Essay: Plan Introduction</p> <p>Module 1, Unit 2, Lesson 9 - Compare and Contrast Essay: Plan Proof Paragraph 1</p> <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Module 2, Unit 3, Lesson 4 - Collaborative Problem-Solution Essay: Draft Proof Paragraph 1</p>	
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	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3.b Maintain consistency in style and tone.</p> <p><u>Supporting Standards:</u></p> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2.e Establish and maintain a formal style.</p> <p>W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.5 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.</p>		<p>Module 2, Unit 3, Lesson 5 - Collaborative Problem-Solution Essay: Draft Proof Paragraph 2</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Module 1, Unit 2, Lesson 6 - Compare and Contrast Essay: Analyze a Model</p> <p>Module 1, Unit 2, Lesson 8 - Compare and Contrast Essay: Plan Introduction</p> <p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>Module 3, Unit 2, Lesson 6 - Analyze Character: Two Roads, Chapters 25 and 26</p> <p>Module 4, Unit 2, Lesson 1 - Introduce Hidden Figures</p> <p>L.6.3.b Maintain consistency in style and tone.</p> <p>Module 3, Unit 3, Lesson 12 - End of Unit 3 Assessment: Rehearse and Refine Performance Task Recording</p>	
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	<p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>			
Unit 6: Investigations	<p><u>Overarching Standards:</u></p> <p>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.</p> <p>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-</p>		<p><u>Priority Standards:</u></p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Module 1, Unit 1, Lesson 1 - Discover Our Topic: Greek Mythology</p>	

	<p>8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p><u>Priority Standards:</u></p> <p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>W.6.9.b Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by</p>		<p>Module 1, Unit 1, Lesson 5 - Close Read: Informational Text: “Why Ancient Greek Mythology Is Still Relevant Today”</p> <p>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.</p> <p>Module 2, Unit 1, Lesson 13 - Prepare for Text-Based Discussion: The Boy Who Harnessed the Wind, Chapters 1-9</p> <p>Module 2, Unit 1, Lesson 14 - Prepare for Text-Based Discussion: The Boy Who Harnessed the Wind, Chapter 1-9</p> <p>W.6.9.b Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).</p> <p>Module 2, Unit 3, Lesson 1 - Analyze a Model Problem-Solution Essay</p> <p>Module 4, Unit 2, Lesson 9 - Discover a Hidden Figure: Mary Jackson</p>	
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	<p>reasons and evidence from claims that are not”).</p> <p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><u>Supporting Standards:</u></p> <p>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.</p> <p>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 or three pages in a single sitting.</p>		<p>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>Module 2, Unit 1, Lesson 13 - Prepare for Text-Based Discussion: The Boy Who Harnessed the Wind, Chapters 1-9</p> <p>Module 2, Unit 1, Lesson 14 - Prepare for Text-Based Discussion: The Boy Who Harnessed the Wind, Chapter 1-9</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Module 1, Unit 3, Lesson 1 - Introduce the Performance Task</p> <p>Module 1, Unit 3, Lessons 10-11 - Prepare for the Performance Task Opening</p> <p>L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>Module 2, Unit 3, Lesson 5 - Collaborative Problem-Solution Essay: Draft Proof Paragraph 2</p>	
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	<p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>Module 2, Unit 3, Lesson 6 - Collaborative Problem-Solution Essay: Draft Conclusion</p> <p>L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Module 1, Unit 1, Lesson 5 - Close Read: Informational Text: "Why Ancient Greek Mythology Is Still Relevant Today"</p> <p>Module 1, Unit 2, Lesson 7 - Compare and Contrast Film and Text: The Lightning Thief</p>	
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	L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.			
Unit 7: Understanding the World Through Text	<p><u>Overarching Standards:</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><u>Priority Standards:</u></p> <p>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems;</p>		<p><u>Priority Standards:</u></p> <p>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.</p> <p>Module 1, Unit 1, Lesson 2 - Establishing Reading Routines: The Lightning Thief, Chapter 1</p> <p>Module 1, Unit 2, Lesson 4 - Compare and Contrast Themes: Greek Myths and The Lightning Thief</p> <p>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.</p> <p>Module 2, Unit 1, Lesson 8 - Analyze Structure: The Boy Who Harnessed the Wind, Chapters 4 and 5</p> <p>Module 2, Unit 1, Lesson 9 - Analyze Language: The Boy Who Harnessed the Wind</p>	

	<p>historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>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.</p> <p>W.6.9.a Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).</p> <p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><u>Supporting Standards:</u></p> <p>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.</p>		<p>W.6.9.a Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).</p> <p>Module 1, Unit 2, Lesson 6 - Compare and Contrast Essay: Analyze a Model</p> <p>Module 1, Unit 2, Lesson 7 - Compare and Contrast Film and Text: The Lightning Thief</p> <p>L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>Module 3, Unit 1, Lesson 11 - Analyze Language and Point of View: Two Roads, Chapters 13 and 14</p> <p>Module 3, Unit 1, Lesson 13 - Analyze Structure and Language: Two Roads</p> <p>L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	
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	<p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.b Spell correctly.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>		<p>Module 1, Unit 1, Lesson 1 - Discover Our Topic: Greek Mythology</p> <p>Module 1, Unit 1, Lesson 5, - Close Read: Informational Text: "Why Ancient Greek Mythology Is Still Relevant Today."</p>	
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Scope and Sequence

If a district uses this resource to implement the state model curriculum for Grade 6, the following scope and sequence should be used to ensure alignment and attention to the progressions of English Language Arts.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days	Number of weeks
1	Module 1- Greek Mythology	* The bullet points below offer a high-level summary of content, concepts and skills taught within the module. Detailed Learning Targets are provided in the slides of each lesson and are in the form of “I Can” statements.		10 Weeks
	Unit 1- Building Background Knowledge: Greek Mythology	Unit 1: <ul style="list-style-type: none"> Students begin reading <i>The Lightning Thief</i>, focusing on the relevance of Greek mythology today and how an author develops and contrasts the points of view of different characters in the text. Students analyze how themes have developed throughout the story so far and prepare for their end of unit assessment discussion by generating discussion norms and practicing discussions. 		4 Weeks
	Unit 2- Write to Inform: Compare and Contrast Text and Film of <i>The Lightning Thief</i>	Unit 2: <ul style="list-style-type: none"> Students analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in <i>The Lightning Thief</i>. Students write a literary analysis essay using the Painted Essay® structure comparing and contrasting the treatment 		3 Weeks

	Unit 3- Research to Create a New Character and Write a Narrative	<p>of events in the movie <i>Percy Jackson and the Olympians: The Lightning Thief</i> with the treatment of the same events in the novel.</p> <p>Unit 3:</p> <ul style="list-style-type: none"> Students reimagine a scene from <i>The Lightning Thief</i>, writing themselves into the action as a different demigod from Camp Half-Blood. They research a Greek god of their choosing (or another traditional figure for those who don't feel comfortable imagining themselves as a child of a Greek god), and use their research to create a new character, the child of that figure. Students develop the attributes of their character and strategically insert the character into a scene from the novel, editing carefully so as not to change the outcome of the story. 		3 Weeks
2	<p>Module 2- Critical Problems and Design Solutions</p> <p>Unit 1- Build Background: William Kamkwamba and Design Thinking</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> Students begin reading the anchor text, <i>The Boy Who Harnessed the Wind</i>, focusing on strategies to determine the central idea of a text and writing an effective summary. Students read several more chapters in their anchor text, paying close attention to how the authors use figurative language to enhance meaning. Students also prepare for and practice a text-based discussion to answer the 		<p>9 Weeks</p> <p>3 Weeks</p>

	Unit 2- Research to Discover Innovative Designers	<p>following prompt: What critical problems does William face? What makes them critical?</p> <p>Unit 2:</p> <ul style="list-style-type: none"> Students continue to read <i>The Boy Who Harnessed the Wind</i> while practicing analyzing figurative language and identifying central ideas and key details. Students are also introduced to the design thinking process and begin compiling notes on how William Kamkwamba applies this process to his own design work. Students are guided through the steps of the research process to find another intriguing innovator who followed the design thinking process to address a critical problem. Students learn how to gather evidence from multiple sources, determine the credibility and relevance of those sources, and paraphrase and quote accurately. 		3 Weeks
	Unit 3- Write to Inform: Problem-Solution Essay	<p>Unit 3:</p> <ul style="list-style-type: none"> Students analyze a model problem-solution essay while practicing writing their own with a partner based on William Kamkwamba's experience. These steps scaffold students to independently write a problem-solution essay based on the innovator they researched in Unit 2. Students work towards the performance task by preparing their problem-solution visual and responses to the presentation prompts for the Solution Symposium. Using their learning from the anchor text, their research, and their peers' presentations, students conclude the module with a fishbowl discussion to answer the following prompt: how do habits of character help people solve critical problems? 		3 Weeks
3	Module 3- American Indian Boarding Schools			10 Weeks

	Unit 3- Remarkable Accomplishments in Space Science	<p>figures in space science whose remarkable accomplishments have not received the recognition they deserve.</p> <p>Unit 3:</p> <ul style="list-style-type: none"> • Students deconstruct a model argument essay, examining a discrete aspect of the essay writing process in each lesson and practicing it as they draft a practice argument essay collaboratively with a partner. Students are then prepared to independently plan and draft an argument essay to answer the following prompt: why are my focus figure's accomplishments remarkable? • Students move toward the culmination of the module: completion of a narrative nonfiction picture book about their focus figures. Students study characteristics of narrative nonfiction writing, then write and illustrate three pages about the accomplishments of their focus figures. They present their pages to the class in an argument presentation, supporting claims about what makes their focus figures' accomplishments remarkable. 		3 Weeks
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Supports for Diversity, Equity, and Inclusion

Supports for culturally responsive and inclusive educational experiences.

Please use the following login information to access our program:

URL: <https://review-CT.ilclassroom.com>

Username: CT@example.com

Password: teacher

Imagine Learning EL Education is committed to creating environments that value all learners, give real opportunities for achievement, and prepare students for the future. The curriculum is built from texts and tasks that honor the knowledge, language, beliefs, and skills that exist in the cultures and backgrounds of students and their families. The cultural supports in the curriculum are intended to suggest the infinite possibilities of different student experience, not to essentialize or label any single student or group. Teachers are encouraged to discuss and understand varied perspectives and students are asked to reflect on how their own experiences connect to the content.

Throughout the modules, students read high-quality literary and informational texts by diverse authors, featuring diverse time periods and characters with the aim of as many students as possible seeing their background and cultural experiences reflected in the texts. Module texts represent a wide range of multicultural voices and perspectives that reflect the rich diversity of the world at large. Authors represent a broad spectrum of contemporary and historical cultural perspectives, and the texts concurrently develop student knowledge of global diversity and human equality. Actively increasing the diversity of stories and realities to which students have access is a cornerstone of our belief in how education can act as an agent of cultural change.

A key component is to make diversity of voice and authorship as important in the text selection process as diversity of genre and topic. This includes texts that focus on issues of the past and those pertinent today, including gender roles, working conditions, the refugee experience, and access to schooling and education around the world. The representation of diverse characters means that students see themselves in the texts they read. As they do so, students are prompted to consider the **Habits of Character** they have learned and how they are (or are not) demonstrated by the characters in the texts they read. The texts highlight diverse cultures and perspectives from around the world but are relevant and have meaning to all students. The EL Education curriculum uses authentic texts to teach content and develop literacy skills. As students read module texts, the materials prompt them to connect to their own lives and share these connections with others if they choose.

High-leverage strategies that research shows are beneficial for instruction for multilingual learners/English learners.

The basic design of the curriculum is inherently and intentionally supportive of ELLs, incorporating many oral and literacy approaches that support their learning needs. These approaches are critical to language development and establishing equity.

ELL instruction is seamlessly integrated into the main body of the lessons for the K-8 curriculum. Language proficiency standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the **Supporting English Language Learners** section. Lesson-specific ELL supports are also added to **Meeting Students' Needs** sections.

The ELL instructional approaches are critical to language development and help establish equity: Teachers and students unlock the “secret code” behind how language works, giving students more power in our society. Materials that support language and content learning include:

- **Content-based language and literacy instruction** - Allow ELLs to engage with interesting and cognitively challenging materials as they learn English. Content-based language learning is considered one of the best ways for students to learn a language (Tedick & Wesley, 2015; Walqui & Van Lier, 2010; Bunch et al., 2005). To ensure that ELLs of different abilities receive appropriate scaffolding, the curriculum includes additional and specific approaches and strategies at two levels: units and lessons.
- **Language Dives** - Empower students to analyze, understand, and use the language of academic sentences, which is critical to college and career—but which often seems opaque to students. During a Language Dive (1), the teacher and students slow down for 10–20 minutes to have a conversation about the meaning, purpose, and structure of a compelling sentence from a complex text. These structures can include the purposes for communicating, syntactical constructions, collocations, and idiomatic expressions. The classroom becomes a space in which students are assisted to figure out why the author chose a particular phrase. Language Dives are not meant to be grammar lectures; nor do they follow the initiate-response-evaluate pattern typical of most teacher-student interactions. Rather, they are “wonderings” about the ways in which language is used to convey particular meanings, and students are encouraged to grapple with the meanings, supporting EL Education’s general philosophy of building perseverance and self-efficacy.
- **Conversation Cues** - Engage ELLs and their peers in thoughtful and extended, academically oriented conversations about the materials they are learning through the use of Conversation Cues. Conversation Cues are questions teachers can ask students to promote productive and equitable conversation, helping to gauge students’ thinking. The questions can encourage students to have productive discussions and generate new ideas before they begin writing tasks. Conversation Cues are based on four goals that encourage each student to:
 - Goal 1: Talk and be understood (e.g., “I’ll give you time to think and sketch or discuss this with a partner.” and “Can you say more about that?”).
 - Goal 2: Listen carefully to one another and seek to understand (e.g., “Who can repeat what your classmate said?”).
 - Goal 3: Deepen their thinking (e.g., “Can you figure out why the author wrote that phrase?”).
 - Goal 4: Think with others to expand the conversation (e.g., “Who can explain why your classmate came up with that response?”)
- **Levels of Language Support** - Teachers are sensitive to students’ varying language proficiency levels and focus on moving them beyond the middle ranges of language proficiency. The curriculum honors and supports ELLs at lower and higher proficiency levels. Heavier and lighter levels of support are provided for different activities within each lesson to support learners at any language proficiency level in accessing content. Examples:
 - For heavier support: For students who are new to English, the curriculum provides sentence frames the students can use both orally and in writing, as well as suggested word and phrase banks and manipulatives to help students begin to construct their own sentences.

- For lighter support: For students who have moved beyond intermediate levels, the curriculum suggests strategic grouping, inviting students with more language proficiency to create sentence frames for students who need heavier support.
- **Vocabulary** - Teachers introduce vocabulary and phrases in context and ask students to use new words to discuss or write about the material they are learning. Students learn and practice an unfamiliar word as it is commonly used with other words—in collocation. They discuss the meaning of observations in sentences and then observe school communities through some mystery pictures. Afterward, students talk about what they observed before they write about it. ELLs can also compare shades of meaning (observe, see, notice, spot) and use sentence frames to describe what they observe (“I see _____. One thing I observe is _____.”) and contrasting the observing and noticing process to the inquiring, evaluating, and wondering process. All students use a Word Wall to track and learn selected vocabulary.
- **Language Usage: Celebration and Error Correction** - Teachers and students explicitly and compassionately point out effective communication, especially that aligned to standards, and attend to language errors, as part of the path to establishing equity and building content knowledge. Students can benefit from discussions as to why their communication is effective, or why their communication is inaccurate or incomprehensible, especially during the writing process. At times, it can be helpful for students to discuss an error that is common to the group. At other times, giving one-on-one, individual feedback may be more respectful. Consider identifying, logging, and categorizing errors as follows, and practice correcting them over time (Ferris and Hedgcock, 2013).

Supports for differentiated instruction for a variety of learners, including students with a specific learning disability.

The curriculum developers believe all learners benefit from differentiated support. This ensures that all students have access to rigorous standards-based instruction that promotes college and career success. Students with Disabilities and Gifted and Talented students deserve the same rich, compelling, and challenging curriculum that other students receive. Varying levels of support such as extending instruction and making accommodations are effective differentiation. Teachers have opportunities to highly personalize in-class experiences as evidenced through experiences, independent work, and opportunities to adjust curriculum based on assessment results.

The curriculum provides a recommended text list for each module that contains a list of topic related texts, containing Lexiles significantly below and above grade level, for students to read independently on the topic at their specific level. In addition, differentiated instruction supports are available.

The Imagine Learning EL Education curriculum uses authentic texts. Authentic texts allow students to dig deeply into academic topics that matter and help them make connections between their academic learning and the real world. The curriculum provides additional and specific approaches and strategies at two levels: units and lessons to provide appropriate scaffolding.

The curriculum includes a range of differentiated supports for students reading below-grade level, on-grade level, and above-grade level. The Universal Design for Learning (UDL) framework is utilized in the curriculum as a basis for design to ensure multiple access points for all students. These core instruction scaffolds can also be incorporated into Tier 2 and Tier 3 intervention targeted to content and skills for which students have documented weaknesses in core instruction during additional instructional time.

The curriculum provides support and resources for differentiation where needed, within the Module Lessons. The lessons are designed with guidance to ensure that all students are receiving differentiated support. In the Module Lessons Teaching Notes, Meeting Students' Needs sections provide specific recommendations. Some places where differentiation occurs within 6-8 Module Lessons include:

- Partner work during module lessons (with strategic pairings)
- Group work during module lessons (with strategic groupings)
- Independent work during module lessons

In the 6-8 curriculum, resources are provided to ensure that students receive adequate support and practice, as well as sufficient time to meet the volume of reading required. Imagine Learning EL Education provides suggestions and examples of literacy work to support, reinforce, and provide additional practice of the skills learned in ELA. The activities and examples are optional and supplemental to be used during additional time in the school day (for example, during an intervention period or resource support). The activities are not intended to replace ELA module instruction. The curriculum contains suggestions that teachers can adapt to meet the specific needs of their students needing additional support.

Imagine Learning's unique technology enables teachers to adjust lessons, while maintaining a link to the original content. This enables teachers to ensure their students' needs are met, while still benefiting from enhancements and updates to the curriculum. IL Classroom customization tools to support diverse learning needs including accommodations required for students with disabilities and opportunities for extension. Teachers can easily add or revise student-facing instructional or assessment materials. Teachers can easily add scaffolds to existing content, such as images or voiceovers. The format of digital items can be adapted to support individual student needs (i.e. changing a written response to a recorded audio response).

For more information, please visit the “How do the material support all learners?” page in the [Curriculum Guide](#).