

Dates: September 4, 2025 – November 14, 2025	Subject: ELA
Grades: 6-8	SA

Instructional Focus	Students will engage in meaningful academic experiences using an individualized curriculum in literacy and math to equip all students with the knowledge, skills and confidence to succeed in their careers and communities.
Essential Question & Unit Instructional Focus	6 th Grade – What keeps people from giving up: gaining and conveying information about the world around us through nonfiction 7 th Grade – What can blur the lines between what's real and what's not: conveying information and opinions through informative essays 8 th Grade – Why do we sometimes like to be frightened: examining literature to understand an author's purpose and meaning.
Enduring Understanding	Different types of texts have different purposes and structures. Writers use different techniques to get across their meaning. Texts can be used to help us form opinions and support them with facts and details. Text can be more than written words, such as photographs, portraits, music, and spoken word.

Culminating Task (Including DOK terms in bold)	<p>In this 10-week unit, referencing The Multiple Means Learning (MML) approach and using Preferred Mode of Communication (PMC), students will use multiple texts to formulate and write a report by:</p> <ul style="list-style-type: none"> • Addressing task, purpose, and audience. • Identifying a main idea and supporting details. • Defining a minimum of ten (10) words from the text. • Organizing information clearly using Thinking Maps, drafts, and formal writing to express our ideas. • Revising work through the writing process and maintaining a formal style. • Presenting the report to teachers and peers using speaking and listening skills, proper volume for the space, and speaking clearly at an understandable pace. • Assessing the work and the work of peers throughout the writing process by using peer and self-assessments. <p>Grade Level Focus:</p> <ul style="list-style-type: none"> • 6th – Unit 2: Never Give Up! • 7th – Unit 1: Reality Check • 8th – Unit 2: The Thrill of Horror
Key Executive Functions	<p>Skills that students use to organize and act on information will be addressed throughout the unit:</p> <ol style="list-style-type: none"> 1. Impulse Control – helps students think before acting. 2. Emotional Control – helps students keep their feelings in check. 3. Flexible Thinking – allows students to adjust to the unexpected. 4. Working Memory – helps students keep key information in mind. 5. Self-Monitoring – allows students to evaluate how they are doing. 6. Planning and Prioritizing – helps students decide on a goal and a plan to meet it. 7. Task Initiation – helps students take action and get started. 8. Organization – lets students keep track of things physically and mentally.
Duration of Unit	45 teaching days

What to Include in Student Portfolio	Please refer to portfolio coversheet for Marking Period 1
NYS Next Generation Learning Standards Addressed Across Grades	6R2, 6R3, 6R5, 6L1a, 6L1b, 6L1c, 6SL5, 6W3 7R1, 7R3, 7R4, 7R6, 7L1b, 7L1c, 7SL4, 7SL5, 7SL6, 7W2 8R2, 8R3, 8R4, 8R5, 8R6, 8L1g, 8SL1c, 8SL3, 8SL4, 8SL5, 8 SL6, 8W2

HMH Into Literature Unit of Study Text Genre	6th Grade: Memoir, Poetry, Short Story, Graphic Novel 7th Grade: Short Story, Folktale, Article, Poetry, Screenplay, Graphic Novel. 8th Grade: Literary Criticism, Short Story, Film Clip, Epic Poem, Graphic Novel
HMH Into Literature Vocabulary	Use new and challenging words from the unit and the literature to create a Word Wall and a Personal Glossary Notebook for each student.
Thinking Maps Implementation	Thinking Maps are used to collect and organize thoughts, ideas, and information. Using pages 5 and 6 in your Thinking Maps binder, select the appropriate Thinking Map for the thinking process you are working on, such as a Circle Map for brainstorming or a Tree Map for sorting. The cognitive vocabulary column will help you identify the correct map to use.
HMH Into Literature Writing Workshop	6th Grade – Nonfiction narrative 7th Grade – Informative Essay 8th Grade – Literary Analysis

Assessments to Be Used	Culminating task: Inquiry and Research Project HMH Into Literature Interactive Weekly Assessment Diagnostic assessments Editable assessments Checkpoint assessments at the end of each task bullet Self-assessments Peer-assessments Daily homework assignments	
Materials/Core Curriculum areas addressing standards for this unit	HMH Into Literature supported by Units of Study Teacher made materials Classroom libraries Sora Newsela Mosaic Curriculum Books Magazines/ newspapers Internet Reading and writing notebook Social Emotional Learning SPIRE Educating Powerful Writers	Virtual Platforms/Resources Sora Newsela Google Classroom Google Meet Google Docs/Slides/Forms Google Jamboard Zoom Pear Deck Near Pod Kahoot FlipGrid

HMH Into Literature Unit and Theme	6th Grade: Unit 2 - Never Give Up! (<i>What keeps people from giving up?</i>) 7th Grade: Unit 1 - Reality Check (<i>What can blur the lines between what's real and what's not?</i>) 8th Grade: Unit 2 - The Thrill of Horror (<i>Why do we sometimes like to be frightened?</i>)	
HMH Into Literature Unit-Specific Texts	Grade 6	
	Use the following unit literature for this marking period in these groupings for better understanding:	
	<ul style="list-style-type: none"> • A Schoolgirl's Diary from I Am Malala (Memoir) • Speech to the Young: Speech to the Progress-Toward (Poem) • Education First from Malala Speech to the United Nations (Speech) 	<ul style="list-style-type: none"> • First Day of School (Short Story) • New Kid (Graphic Novel) • The Road Not Taken (Poem)
	** Culminating Unit Task – Never Give Up Write a Nonfiction Narrative	
	Grade 7	
	Use the following unit literature for this marking period in these groupings for better understanding:	
	<ul style="list-style-type: none"> • Mirror Image (Short Story) • Not Everything It Seems (Article) • Two Legs of One (Folktale) 	<ul style="list-style-type: none"> • From Monster (Screenplay) • From Monster (Graphic Novel)
	** Culminating Unit Task – Reality Check Write an Informative Essay	
	Grade 8	
	Use the following unit literature for this marking period in these groupings for better understanding:	
<ul style="list-style-type: none"> • What is the Horror Genre? (Literary Criticism) • The Tell-Tale Heart (Short Story) 	<ul style="list-style-type: none"> • The Monkey's Paw (Short Story) • From The Money's Paw (Film Clip) 	
** Culminating Unit Task – The Thrill of Horror Write a Literary Analysis		

Suggested differentiation strategies for students with varying support levels	Minimal Support	Moderate Support	Most Support
	Use of e-reader/video format to read book aloud Use of word bank/sentence bank to support student responses to text-based questions	Adapted book with simpler/shorter lines of text Adapted book with picture symbols added to text Adapted book with word cards for student responses to text-based questions	Adapted book with minimal text, extensive use of picture symbols Adapted book with picture cards for students to match responses Texts read aloud

Please note: Make sure that you know each student's PMC and MML so that teaching points can be adjusted to best meet student needs

MML = Multiple Means Learning

ELA TEACHING POINTS

PMC = Preferred Mode of Communication

READING (RI: Collecting and Defining)

I can create at least 3 Thinking Maps to help me organize information.	I can read my Thinking Maps to recall information gathered about my topic.	I can locate and provide details about a topic of interest.	I can define ten vocabulary words relevant to the unit.	I can use technology as a tool to gather, organize, and present information about a topic.
I can use punctuation correctly.	I can read graphic features in text for information.	I can ask questions after listening/reading a text.	I can explain the author's purpose.	I can explain the story structure.
I can participate in a read aloud and follow agreed upon rules for discussion.	I can summarize a story.	I can identify central ideas in text.	I can use a dictionary.	I can explain elements of nonfiction writing.
I can list reasons to read nonfiction text.	I can recall information about a topic.	I can brainstorm what I know about the topic to begin a Circle Map (Thinking Maps).	I can read text silently and complete a simple assessment.	I can answer "wh" questions to gain information from nonfiction text.
I can identify and understand the use of features of text (e.g., tables of contents; maps, charts, and graphs; headings and subheadings; and glossaries and indexes).	I can speak about the topic clearly with my teacher and peers.	I can quote nonfictional text to support the main idea.	I can properly cite evidence from a nonfiction text to support my main idea.	I can make inferences from the text.
I can explain Literary Analysis to peers and teachers.	I can elements of poetry.	I can give an example of simile.	I can give an example of metaphor.	I can identify the elements of a graphic novel.
I can analyze nonfiction text for meaning.	I can share my ideas with a classmate and receive constructive feedback.	I can give constructive feedback using appropriate language and tone.	I can create and use Anchor Charts.	I can present my culminating task project to peers and teachers in a clear and appropriate manner.
Window or Mirror? I can practice literacy skills and use technology to consider if a text is a window or mirror. I can decide if the author, speaker, character, or content reflects my lived experiences or identity (mirror) – or provides a window into the lived experiences of people whose identities differ from mine.				

WRITING (W: Organizing and Revising)

I can complete thinking maps to organize my thoughts and/or information on a topic.	I can write a paragraph or essay from the information in my completed Thinking Maps.	I can select a topic from a list of choices and independently research.	I can give my opinion on a topic.	I can write a complete sentence with a subject and predicate.
I can write an argument with evidence to support my stance.	I can use newly defined words in my writing.	I can compare arguments, identifying similarities and differences.	I can revise and edit my work to make my writing clearer.	I can use correct punctuation and capitalization in my story.
I can write facts about my nonfiction topic in my reading and writing notebook; I can label where I found my information (source such as internet, books, magazines, etc)	I can create a glossary of my domain specific words.	I can use my Reading and Writing Notebook to develop an introduction to my report.	I can draw pictures of my topic and write about my drawing using words/sentences/paragraphs to convey meaning	I can create a diagram or picture about the topic.
I can offer constructive suggestions to peers.	I can write a conclusion based on my fact-finding.	I can re-write and publish my essay.	I can create a metaphor and simile of my own.	I can use an editor's checklist to self-assess my final product.
I can complete a self-assessment of my work and generate next steps based on my assessment	I can assess the work of a peer and help him/her make corrections.	I can edit my work for clarity and meaning using feedback from others.	I can use technology to help me write my report.	I can present my work to my teachers and peers, receive feedback from others, and give constructive feedback.

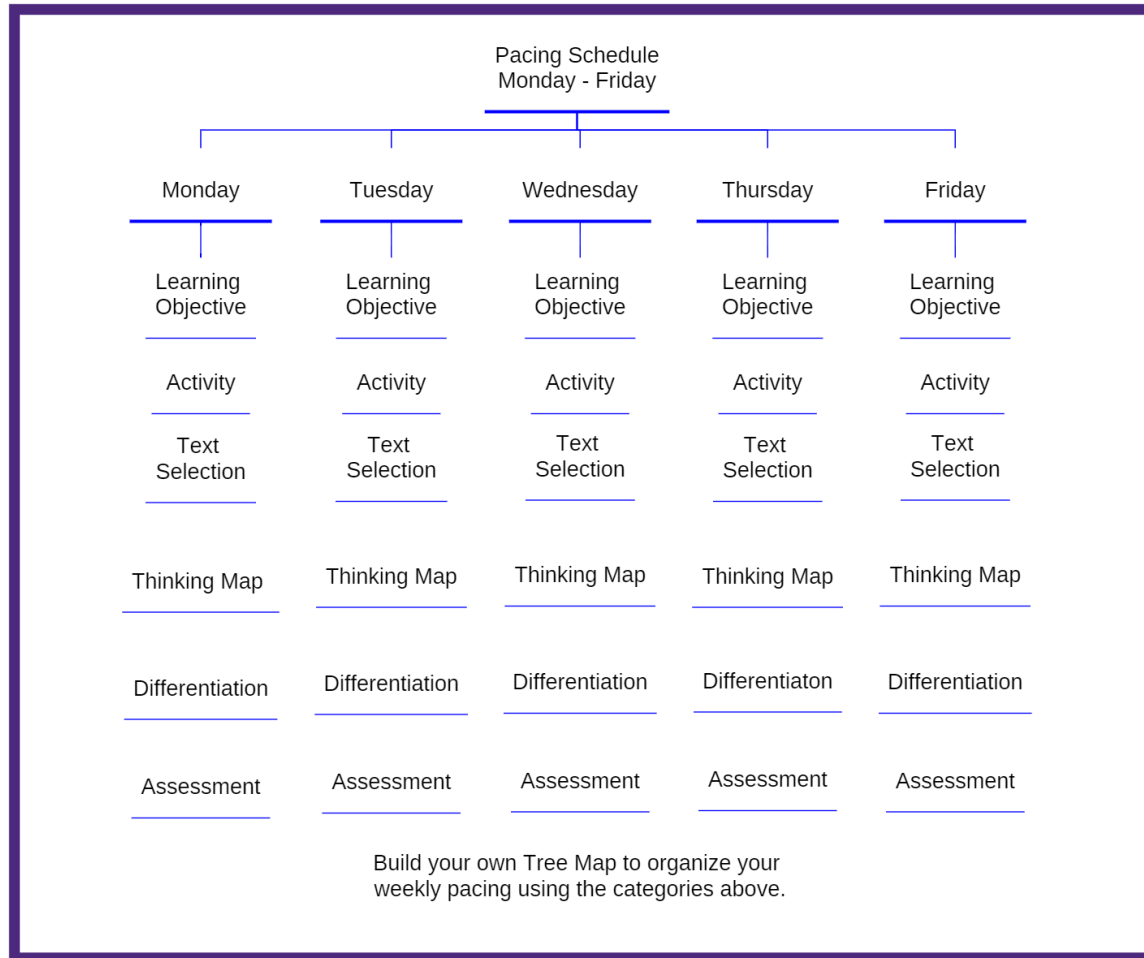
Weekly Pacing Calendar for the Instructional Unit

Please note that Unit 1 spans **45 days** ; for our P352X MP1 Unit of Study, we will be teaching this Unit over the course of **10 weeks**.

Break down the unit weekly to ensure that the topic is addressed with rigorous activities.

Assessments should be conducted to determine comprehension and next steps.

The Pacing Calendar should be used to adapt the version provided in the HMH Into Literature Teacher's Guide as needed to meet your students' specific instructional/ PMC needs.



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HMH Into Literature - Suggested Activities

	LITERACY CENTERS	RESOURCES	CLASSROOM MATERIALS
READING	<ul style="list-style-type: none"> <input type="checkbox"/> Independent <input type="checkbox"/> Read Aloud/Small Group <input type="checkbox"/> Guided Reading <input type="checkbox"/> Reading Skills and Strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading Log <input type="checkbox"/> Conference Notes <input type="checkbox"/> Draw and Write <input type="checkbox"/> Classroom Library <input type="checkbox"/> Into Literature Texts <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Smart Board <input type="checkbox"/> Notebook <input type="checkbox"/> Teacher Created Materials <input type="checkbox"/> Into Literature Activity <input type="checkbox"/> Other: _____
Foundational Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Phonics <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Spelling <input type="checkbox"/> High Frequency Words <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary 	<ul style="list-style-type: none"> <input type="checkbox"/> Phonic Games <input type="checkbox"/> Word Building <input type="checkbox"/> Into Literature Activities <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Notebook <input type="checkbox"/> Pens & Pencils <input type="checkbox"/> Crayons & Markers <input type="checkbox"/> Other: _____
WRITING	<ul style="list-style-type: none"> <input type="checkbox"/> Thinking Maps <input type="checkbox"/> Pre-Writing <input type="checkbox"/> Draft <input type="checkbox"/> Revise <input type="checkbox"/> Edit <input type="checkbox"/> Publish <input type="checkbox"/> Handwriting Practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Magazines <input type="checkbox"/> Pictures <input type="checkbox"/> Sentence Starters <input type="checkbox"/> Sentence Strips <input type="checkbox"/> Anchor Charts <input type="checkbox"/> Vocabulary <input type="checkbox"/> Thinking Maps 	<ul style="list-style-type: none"> <input type="checkbox"/> Word Wall <input type="checkbox"/> Anchor Charts <input type="checkbox"/> Writing Template <input type="checkbox"/> Other: _____
CREATIVITY	<ul style="list-style-type: none"> <input type="checkbox"/> Google Slides/Power Point <input type="checkbox"/> Murals/ Self-Portraits <input type="checkbox"/> Create a Script/Story <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> HMH Teacher's Guide <input type="checkbox"/> Reading Books 	<ul style="list-style-type: none"> <input type="checkbox"/> Computers <input type="checkbox"/> Paint/Markers/Crayons <input type="checkbox"/> Drawing Paper <input type="checkbox"/> Poster Board <input type="checkbox"/> Other: _____
DIGITAL	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive E-Books <input type="checkbox"/> Waggle/ Assessments <input type="checkbox"/> Sora <input type="checkbox"/> Google Meet <input type="checkbox"/> Nearpod 	<ul style="list-style-type: none"> <input type="checkbox"/> Digital Library <input type="checkbox"/> Books <input type="checkbox"/> Into Literature Texts 	<ul style="list-style-type: none"> <input type="checkbox"/> I-Pads <input type="checkbox"/> Computers <input type="checkbox"/> Laptops <input type="checkbox"/> Other: _____

Culminating Task Rubric

Key Traits	Developing	Progressing	Meet Expectations	Exceeding Expectations	Score
	1	2	3	4	
Ideas and Evidence	<p>The introduction is missing or does not include a claim.</p> <ul style="list-style-type: none"> Supporting reasons and evidence are missing or are not connected to the claim. Opposing claims are neither anticipated nor addressed. The concluding section is missing. 	<p>The introduction is not engaging; the claim identifies an issue, but the writer’s position is not clearly stated.</p> <ul style="list-style-type: none"> The reasons and evidence are not always logically connected to the writer’s claim. Opposing claims are anticipated but not addressed logically The concluding section includes an incomplete summary of the main ideas and claim and leaves loose ends for the audience. 	<ul style="list-style-type: none"> The introduction could do more to grab the audience’s attention; the claim states a position on an issue. Most reasons and evidence are relevant and support the writer’s claim. Opposing claims are anticipated, but the responses are not fully developed. The concluding section mostly follows up on the main ideas of the topic and restates the claim. 	<p>The introduction engages the audience; the claim clearly states a position on an issue.</p> <p>Logical reasons and relevant evidence convincingly support the writer’s claim.</p> <p>Opposing claims are anticipated and effectively addressed.</p> <p>The conclusion logically follows up on the main ideas of the topic and restates the claim.</p>	
Organization	<ul style="list-style-type: none"> A logical organization is not used; reasons and evidence are presented randomly. Transitions are not used, making the report difficult to understand. 	<ul style="list-style-type: none"> The organization is weak. More transitions are needed to connect parts of my report. 	<ul style="list-style-type: none"> The organization is confusing in a few places, but mostly logical. A few more transitions are needed to connect ideas and supporting details. 	<ul style="list-style-type: none"> The report is organized logically and consistently throughout my work. Transitions logically connect ideas and supporting details. 	
Language	<ul style="list-style-type: none"> The style and tone are inappropriate for the report. Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow. Spelling and capitalization are often incorrect, and punctuation is missing. Many grammatical and usage errors change the meaning of ideas and make the writing hard to understand. 	<ul style="list-style-type: none"> The style and tone are inconsistent, and the style becomes too informal in many places. Sentence structures have very little variety, and some fragments or run-on sentences are present. Several spelling and capitalization mistakes occur, and punctuation is inconsistent. Grammar and usage are incorrect in many places, but the writer’s meaning is still clear. 	<p>The style becomes too informal in a few places, and the tone is uneven.</p> <ul style="list-style-type: none"> Sentences are correctly structured and complete but could have more variety and flow. Some capitalization and punctuation mistakes occur. Some grammatical and usage errors are repeated in the argument. 	<p>The writing has an appropriately formal style and an objective tone.</p> <ul style="list-style-type: none"> Sentences have a variety of beginnings, lengths, and structures. They flow rhythmically. Spelling, capitalization, and punctuation are correct. Grammar and usage are correct. 	
Overall Score					
Notes					