



Navigation Guide

Teacher and Administrator Reference for the Digital Platform

How to Use this Guide

This guide covers both English Language Arts (ELA) and Designated ELD (D-ELD) in the Newsela *Threads & Themes* for California platform.

Both courses use the same structure: Home, Course, Unit (Overview, Lessons, Assessments, Additional Resources), and Lesson pages. The D-ELD course includes additional features to support Multilingual Learners.

This guide is designed for teachers and administrators using the *Threads & Themes* for California platform for Program 1 and Program 2 (Basic ELA/ELD). It walks you through the key pages and features you'll use day-to-day. Sections that apply to both courses are labeled (ELA & D-ELD). Differences for D-ELD are noted throughout, with a full summary of D-ELD features in Section 9.

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TEACHER ACCESS & NAVIGATION

Section 1: Home Page

What You See

When you log into the platform, the Home Page displays your assigned courses. You will see two tabs: ELA Courses and ELD Courses. Each Course shows the grade level and a brief course description.

Your Courses

ELA Courses ELD Courses

ELA Core 6th Grade

The Grade 6 Core ELA course launches the middle school progression (Self → Belonging → Systems) by grounding students in the power of story. Students discover how sharing stories builds community, how mentorship and craft connect individuals to heritage, and how research can make overlooked contributions... [View full description](#)

Unit 1: Setting Out: Voice, Self & Agency

Unit 2: The Art of Learning: Craft, Mentorship & Tradition

Unit 3: Curiosity, Evidence & Discovery: Hidden Figures

Unit 4: Myths, Monsters & Modern Stories

View Course as a Teacher View Course as a Student

Your Courses landing page with ELA and ELD tabs, grade-level courses, and View Course buttons.

Home Page Elements

Element	What It Shows	How to Use It
Course	Each grade level appears as a section with a title and description	Click View Course as a Teacher to enter the Course Page for that grade
ELA Courses Tab	Lists all ELA Core courses assigned to you (Grades 6, 7, 8)	Select this tab to view your ELA course assignments
ELD Courses Tab	Lists all Designated ELD courses assigned to you	Select this tab to view your Designated ELD course assignments

Element	What It Shows	How to Use It
View Course as a Teacher	Purple button on each course to preview materials as a teacher	Click View Course as a Teacher to enter the full course view as a teacher
View Course as a Student	White button on each course to preview materials as a student	Click View Course as a Student to enter the full course view as a student

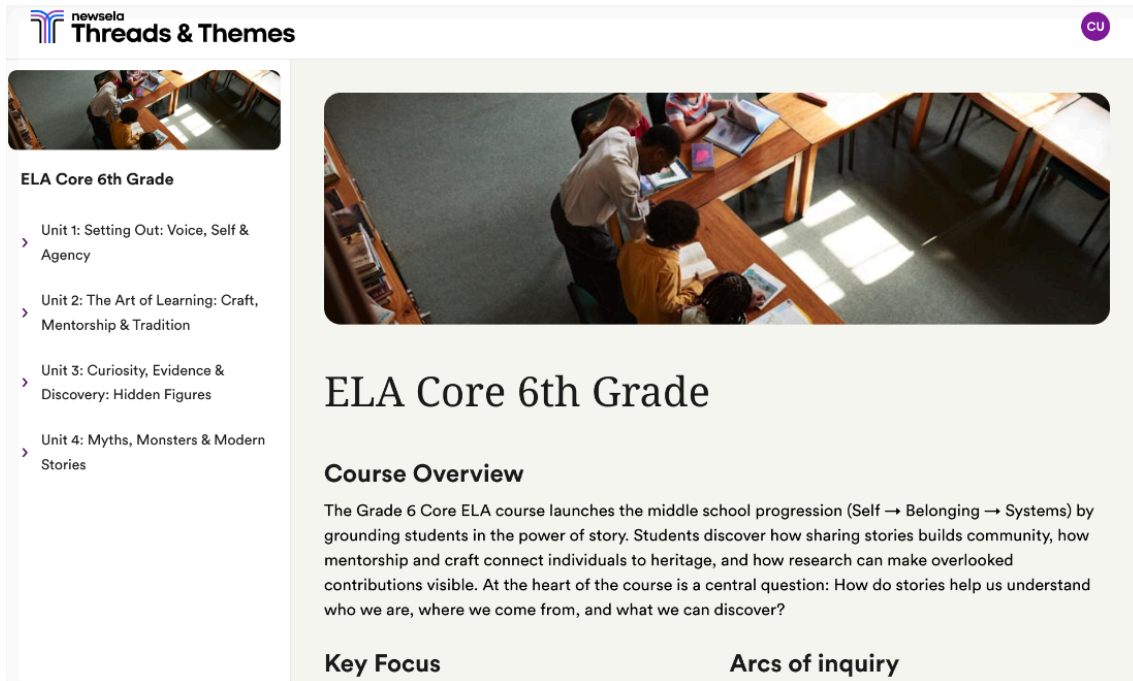
Note

The platform works on any modern web browser (Chrome, Firefox, Safari, Edge) on desktop, laptop, tablet, or Chromebook. No software installation is required. Bookmark the login page for quick access.

Section 2: Course Page

What You See

The Course Page is your home base for a grade level. It shows the full-year course overview with a preview of all four units.



The screenshot shows the Newsela Threads & Themes interface for the ELA Core 6th Grade course. On the left is a navigation sidebar with the course title and four units listed with expandable arrows. The main content area features a large header image of students in a classroom, the course title 'ELA Core 6th Grade', a 'Course Overview' section with a descriptive paragraph, and two bolded sections: 'Key Focus' and 'Arcs of inquiry'. A small 'CU' icon is visible in the top right corner of the page header.

newsela
Threads & Themes

CU

ELA Core 6th Grade

- > Unit 1: Setting Out: Voice, Self & Agency
- > Unit 2: The Art of Learning: Craft, Mentorship & Tradition
- > Unit 3: Curiosity, Evidence & Discovery: Hidden Figures
- > Unit 4: Myths, Monsters & Modern Stories

ELA Core 6th Grade

Course Overview

The Grade 6 Core ELA course launches the middle school progression (Self → Belonging → Systems) by grounding students in the power of story. Students discover how sharing stories builds community, how mentorship and craft connect individuals to heritage, and how research can make overlooked contributions visible. At the heart of the course is a central question: How do stories help us understand who we are, where we come from, and what we can discover?

Key Focus **Arcs of inquiry**

Course Page with full-year unit over

Each unit preview on the Course page includes a title, cover image, suggested pacing, and overview information

Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

9 weeks

Knowledge-Building Topic

Apprenticeship and Artisan Traditions: How mentorship and deliberate practice develop skill, voice, and identity—and how craft connects individuals to cultural heritage.

Essential Questions

- Investigation 1: What does it take to learn something difficult?
- Investigation 2: How does art connect people to their history and community?

Go to Unit 2



Unit preview on the Course landing page

Course Page Elements

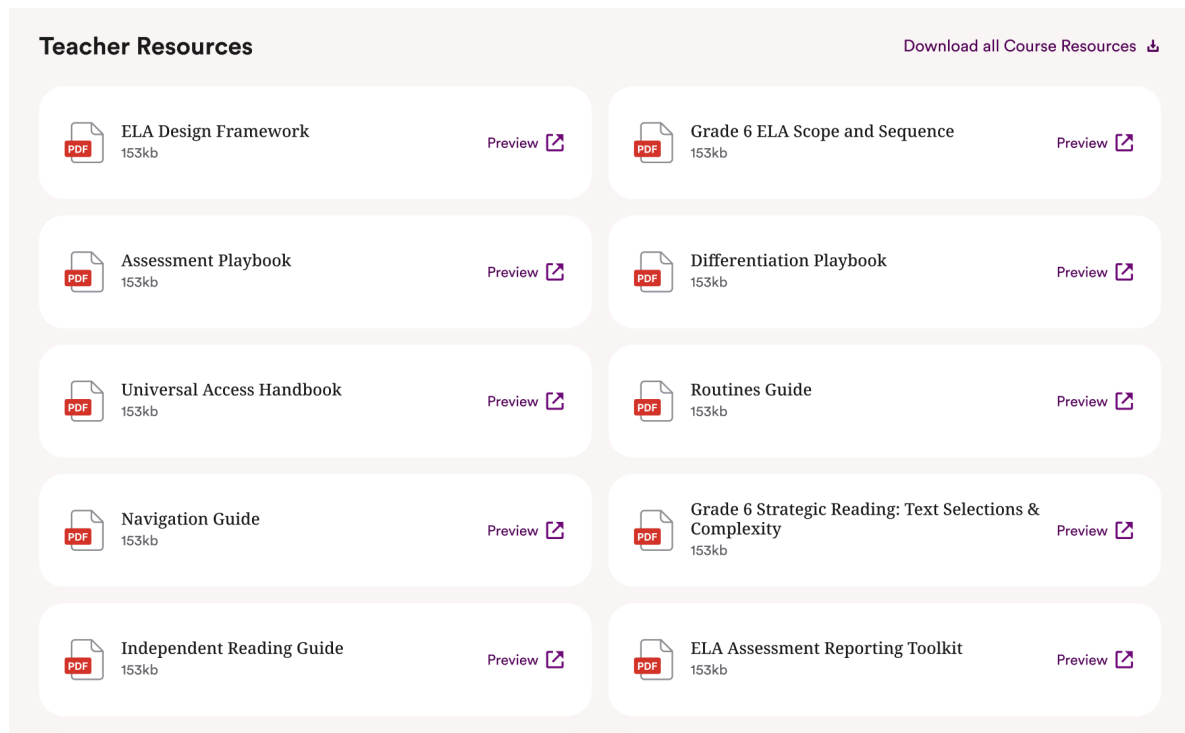
Element	What It Shows	How to Use It
Course Overview	Brief description of the grade-level course, the program’s instructional approach, and research-based design	Read at the start of the year to understand the course’s arc and pedagogical framework
Key Focus / Arcs of Inquiry	Lists the grade-level key themes	Reference when planning how units connect across the year
Unit (4 per grade)	Each unit shows: title, cover illustration, lesson count with the Knowledge-Building Topic and Essential Questions highlighted	Click Go to Unit button or access from the left navigation to enter the Unit Page
Teacher Resources	Links to downloadable resources: Scope and Sequence, Text Selection and Complexity, Differentiation Handbook, and pacing tools	Access planning tools and reference documents from one location

Program Resources











Program Resources are the downloadable reference documents that support instruction across the *Threads & Themes* program for California. Resources include:

- ELA Design Framework
- Designated ELD Design Framework
- Scope and Sequences for each grade
- Assessment Playbook
- Differentiation Playbook
- Universal Access Handbook

Program Resources are available on the Course Page under **Teacher Resources** (for grade-level and cross-grade documents) and on each Unit Page under Additional Resources (for unit-specific materials). Together, these documents provide the instructional architecture, planning tools, and guidance on differentiation that underpin the digital lessons on the platform.



Teacher Resources [Download all Course Resources](#)

 ELA Design Framework 153kb Preview	 Grade 6 ELA Scope and Sequence 153kb Preview
 Assessment Playbook 153kb Preview	 Differentiation Playbook 153kb Preview
 Universal Access Handbook 153kb Preview	 Routines Guide 153kb Preview
 Navigation Guide 153kb Preview	 Grade 6 Strategic Reading: Text Selections & Complexity 153kb Preview
 Independent Reading Guide 153kb Preview	 ELA Assessment Reporting Toolkit 153kb Preview

Teacher Resources section at the bottom of a Course landing page.

The Four Units

Each grade level contains four units: Three Core Units and one Research Unit. The units are sequenced to build knowledge progressively across the year. The Course Page displays all four units with their titles and cover images so you can see the full arc at a glance.

Note:

Before your first lesson, review the Course Overview and the Resources section. Download the Scope and Sequence and Pacing Guide to plan your year. These documents cross-reference every standard covered in every lesson.

Each unit preview includes a title, cover image, and suggested pacing:

Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

9 weeks



Knowledge-Building Topic

Apprenticeship and Artisan Traditions: How mentorship and deliberate practice develop skill, voice, and identity—and how craft connects individuals to cultural heritage.



Essential Questions

- Investigation 1: What does it take to learn something difficult?
- Investigation 2: How does art connect people to their history and community?



[Go to Unit 2](#)

Unit preview on the Course landing page

Section 3: Unit Page: Overview

What You See

The Unit Overview page is the planning hub for each unit. This page displays the unit type, estimated duration in weeks, suggested pacing information, unit context, knowledge-building topic, essential questions, and the unit’s texts.

Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

California CCSS: Focus Standards

ELD Standards

[RI.6.2](#) [RI.6.3](#) [L.6.6](#) [RI.6.7](#) [RI.6.4](#) [RL.6.3](#) [RL.6.2](#) [RL.6.9](#) [RL.6.4](#) [SL.6.1.a](#) [ELD.PI.6.1](#) [ELD.PI.6.6a.Em](#) [ELD.PI.6.6a.Ex](#) [ELD.PI.6.6a.Br](#) [ELD.PII.6.2b.Br](#) [ELD.PII.6.4](#)
[SL.6.1.b](#) [SL.6.1.d](#) [SL.6.4](#) [L.6.1](#) [L.6.2](#) [L.6.4](#) [L.6.5](#) [RI.6.1](#) [RL.6.1](#) [+ View all](#) [ELD.PI.6.3](#) [ELD.PI.6.5](#) [ELD.PII.6.3](#) [ELD.PI.6.5](#) [ELD.PI.6.10](#) [ELD.PI.6.6](#) [+ View all](#)

[Overview](#) [Lessons](#) [Assessments](#) [Additional Resources](#)



UNIT TYPE
Core



SUGGESTED PACING
9 Weeks



PERFORMANCE TASK
Becoming The Apprentice: How Effort Turns Curiosity Into Mastery



Suggested Pacing

UNIT ARC	INSTRUCTIONAL TIME	ESSENTIAL QUESTION	KEY MILESTONES
Spark Lessons 1–3	3 lessons 50 minutes each	What can we learn from a master?	<ul style="list-style-type: none"> Lesson 3: Milestone—Intro to Essential Questions & Apprenticeship Concept
Investigation 1 Lessons 4–18	15 lessons 50 minutes each	How does learning from a master shape who we become?	<ul style="list-style-type: none"> After Lesson 18: Investigation 1 Assessment
Flex Lessons 19–20	2 lessons 50 minutes each		<ul style="list-style-type: none"> Lesson 19: Investigation 1 Assessment Lesson 20: Flex-Huddle

[+ View full pacing](#)

Unit landing page with suggested pacing

Unit Overview Elements

Element	What It Shows	How to Use It
Unit Type Badge	Shows “Core” or “Research” or “Designated ELD” estimated duration (e.g., “Est. Time: 9 Weeks”)	Know your unit type to plan accordingly; Research Units include Investigation 2 as student-led research
Unit Navigation Tabs	Four tabs: Overview, Lessons, Assessments, Additional Resources	Use to move across unit sections; Overview is the default starting point
Pacing Table	Shows each unit arc (Spark, Investigation 1, End of Arc 1, Investigation 2, Showcase) with instructional time and assessment/flex time	Plan your daily and weekly schedule; identify where Flex Days fall
Unit Context	Describes the knowledge-building topic, what students are learning about, and the learning goals	Read before the unit starts to understand the big picture
Knowledge-Building Topic	The overarching topic that connects all texts and tasks in the unit	Reference throughout the unit; all lessons connect back to this topic
Essential Questions	The driving questions students investigate throughout the unit	Post in the classroom; return to these questions throughout the unit
Focused Knowledge-Building Questions	More specific sub-questions that guide each investigation	Use to plan investigation-level instruction
Unit Texts Section	Two tabs: Anchor Text and Independent Reading, including cover images, titles, and access links	Preview unit-level texts before the unit begins; plan read-aloud and independent reading; short-form texts used in individual lessons are found within those lessons (see Section 4)

Unit Texts: What Lives Where

Text Type	Where to Find It	How It Is Used
Anchor Text	Unit Page > Overview > Unit Texts > Anchor Text tab	The core book or short texts for the unit are used across multiple lessons throughout the unit arc

Text Type	Where to Find It	How It Is Used
Independent Reading	Unit Page > Overview > Unit Texts > Independent Reading tab	Unit-level independent reading titles assigned alongside core instruction


Note

The Unit Page shows you the anchor text and independent reading for the full unit at a glance. When you open a specific lesson, you will find the short-form texts used in that lesson alongside the lesson sequence. This keeps all texts connected to the instruction where they appear.


Unit Texts

Anchor Text Independent Reading

NOVEL
A Single Shard
Linda Sue Park




SHORT-FORM TEXT
From Ancient Beginnings to the Kingdom of Goryeo: An Early History of Korea
Standard News Bureau




Read text

SHORT-FORM TEXT
How Geography Shaped Korea: Land of Mountains, Rivers and Big Neighbors
Standard News Bureau




Read text

SHORT-FORM TEXT
South Korea: A Land of Mountains, History and Culture
Standard News Bureau




Read text

SHORT-FORM TEXT
Korean Ceramics of the Goryeo Period
Standard News Bureau



Read text

SHORT-FORM TEXT
Craftsmen
V. Sackville-West



Read text

Unit texts overview on the Unit landing page

Note

The Suggested Pacing table is another planning tool for each unit. It shows how many lessons fall in each arc (Spark, Investigation 1, Investigation 2, Showcase) and where Flex Days and Assessment are built in. Use it to align your daily schedule with the unit structure.

Suggested Pacing

UNIT ARC	INSTRUCTIONAL TIME	ESSENTIAL QUESTION	KEY MILESTONES
Spark Lessons 1–3	3 lessons 50 minutes each	What can we learn from a master?	<ul style="list-style-type: none"> Lesson 3: Milestone—Intro to Essential Questions & Apprenticeship Concept
Investigation 1 Lessons 4–18	15 lessons 50 minutes each	How does learning from a master shape who we become?	<ul style="list-style-type: none"> After Lesson 18: Investigation 1 Assessment
Flex Lessons 19–20	2 lessons 50 minutes each		<ul style="list-style-type: none"> Lesson 19: Investigation 1 Assessment Lesson 20: Flex-Huddle
Investigation 2 Lessons 21–33	13 lessons 50 minutes each	What does it take to master a craft?	<ul style="list-style-type: none"> Lessons 21–22: Research (Visual Rhetoric & Source Corroboration) Lesson 30: Academic Discussion After Lesson 33: Investigation 2 (Optional) Assessment
Flex Lessons 34–35	2 lessons 50 minutes each		<ul style="list-style-type: none"> Lesson 34: Investigation 2 Assessment Lesson 35: Flex-Huddle
Showcase & Reflect Lessons 36–45	10 lessons 50 minutes each	How can we explain what it takes to master a craft?	<ul style="list-style-type: none"> Lesson 41: Flex-Huddle Lesson 44: Flex-Huddle Lesson 45: Performance Task: Explanatory Essay & Process Document Presentation

[— View less](#)

Suggested Pacing table on the Unit landing page

Section 4: Unit Page: Lessons

What You See

The Lessons page lists every lesson in the unit in sequence. Each lesson shows its title, lesson type (e.g., the teal color 'Spark' badge in the image below), and standards alignment. Clicking any lesson opens the full lesson plan. Assessments that occur within the lesson sequence are discoverable directly on the lesson page where they appear.

Overview **Lessons** Assessments Additional Resources

All Lessons (45 total) Collapse all ^

Lesson 1: Building Background Knowledge: Korea SPARK 50 min ^

California CCSS: Focus Standards RI.6.2 RI.6.3


California CCSS: Supporting Standards L.6.6 RI.6.1 RI.6.10 RI.6.9

ELD Standards ELD.PI.6.1 ELD.PI.6.6a.Em ELD.PI.6.6a.Ex
ELD.PI.6.6a.Br ELD.PII.6.2b.Br

Texts

NOVEL


A Single Shard
Linda Sue Park



SHORT-FORM TEXT

From Ancient Beginnings to the Kingdom of Goryeo: An Early History of Korea
Standard News Bureau


[Read text](#)



SHORT-FORM TEXT

How Geography Shaped Korea: Land of Mountains, Rivers and Big Neighbors
Standard News Bureau


[Read text](#)



SHORT-FORM TEXT

South Korea: A Land of Mountains, History and Culture
Standard News Bureau

[Read text](#)



Lessons tab on the Unit landing page

Lesson Elements

Lesson Element	What It Shows	How to Use It
Lesson Title	The title and chapter/section reference (e.g., “Lesson 5: Point of View and Belonging”)	See the full lesson sequence at a glance
Lesson Type Badge	Color-coded badge showing lesson type: Reading, Writing, Academic Discussion, Research, Presentation, Flex, Spark, Mid-Unit Assessment, End-of-Unit Assessment	Quickly identify lesson types for planning; each type has a consistent instructional structure
Standards Tags	Each lesson displays its aligned CA CCSS for ELA and ELD standards (e.g., RL 8.1, W 8.2, ELD.PI6.6a.Ex)	Cross-reference standards coverage; confirm that target standards are being addressed
“Go to lesson” Button	Opens the full lesson plan	Click to access the complete lesson with all instructional guidance

Inside a Lesson

When you open an individual lesson, you see the full lesson plan with:

- **Texts used in this lesson:** Includes short-form texts with cover images and access links
- **Learning Objectives:** Includes Content Objective, Language Objective (ELD-aligned), and Foundational Skill Focus
- **The full standards alignment:** Includes ELA focus and supporting standards and the ELD standards
- **The lesson’s instructional sequence:** Includes Teacher annotations and provides differentiation guidance for Multilingual Learners, students with disabilities, advanced learners, and students performing below grade level.

Home / ELA Core 6th Grade / Unit 2: The Art Of Learning: Craft, Mentorship & Tradition / Lesson 1: Building Background Knowledge: Korea

SPARK

Lesson 1: Building Background Knowledge: Korea

50 min

California CCSS: Focus Standards


RI.6.2 RI.6.3

California CCSS: Supporting Standards

L.6.6 RI.6.1 RI.6.10 RI.6.9

ELD Standards

ELD.PI.6.1 ELD.PI.6.6a.Em ELD.PI.6.6a.Ex
ELD.PI.6.6a.Br ELD.PII.6.2b.Br



STUDENT LESSON

Lesson 1: Building Background Knowledge: Korea

Open Student Lesson [↗](#)

Share

Student Learning Objectives

1

Content

Students will preview the anchor text, *A Single Shard*, and engage in Jigsaw Reading to explore Korean history, culture, and geography as well as contextualize the setting of the novel.

2

Language

Students will summarize and explain Korea's historical context by using general academic nouns (such as tradition, community, and identity), incorporating connecting and transitional language (e.g., because, for example, as a result), and applying time and place prepositional phrases (such as "in Korea," "during the Goryeo period," and "on the Korean peninsula") while sharing their jigsaw learning.

Lesson overview and landing page






Each lesson follows a consistent instructional sequence that varies by lesson type. For example:

- A Reading lesson typically moves through Launch, Literacy Lab, Learning in Action, and Look Back.
- A Writing lesson follows Launch, Literacy Lab, and Look Back.
- Academic Discussion lessons include structured routines such as Socratic Seminar or debate formats.

This consistent structure helps teachers plan efficiently and helps students build familiarity with routines across the year. The Lesson Type badge at the top of each lesson immediately signals which sequence to expect.

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Lesson Sequence Expand all

1. Launch 15 Min 
2. Learning In Action 30 Min 
3. Look Back 5 Min 
 **Think-Pair-Share**
Say these Directions: Use the **Think-Pair-Share** routine to discuss the following reflection questions:
 - **Ask:** What did you learn about Korea today that was especially interesting to you? How might this new learning connect to the novel, *A Single Shard*?
4. Homework 

Lesson Sequence within a Lesson

Assessments Embedded in the Lesson Sequence

When an assessment falls within a lesson’s instructional sequence, it is accessible directly on that lesson page, at the point in the sequence where it occurs. Teachers do not need to navigate to the Assessments tab to find or administer it.

Lesson 19: Mid-Unit Assessment **MID-UNIT ASSESSMENT** 100 min

California CCSS: Focus Standards

L.6.1 L.6.2 L.6.4 L.6.4a L.6.4b L.6.4d L.6.5 L.6.6 RI.6.1 RI.6.2 RI.6.4 RL.6.1 RL.6.2 RL.6.3 RL.6.4

Learning Objectives

1

Content

Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.

2

Language

Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.

[Go to Lesson 19](#)

Mid-Unit Assessment preview from the Lessons tab on the Unit landing page

2. Learning In Action 40 Min

Assessment Time!

Provide students with access to the Unit 2, Mid-Unit Investigation 1 Assessment and walk them through the expectations.

Active Monitoring Notes

During the assessment, look for:

- **Multiple Select Troubleshooting:** Watch for students who select only one response on items that require two answers, or who do not notice directions such as “Select TWO details.”
- **Spelling Administration:** For the spelling items, maintain a neutral pace and follow the administration sequence exactly: read the word, read the sentence, repeat the word, and pause for students to write.
- **Pacing:** Ensure students without extended time accommodations have moved into Passage 2 by the halfway mark (20 minutes), leaving enough time for the literary passage items and the spelling section.
- **Text Navigation:** Watch for students who spend too long rereading entire passages instead of returning to specific paragraphs named in the item stems.
- **Stem Interpretation:** Monitor for students who appear stuck on academic wording such as *central idea*, *theme*, *connotation*, *personification*, or *best supports*. Redirect them to reread the stem carefully without paraphrasing toward an answer.

[View Integrated ELD Instructions](#) ▾

Assessment instructions embedded in the lesson sequence

Assessment Element on the Lesson Page	What It Contains	How to Use It
Assessment (Teacher Edition)	A complete teacher-facing lesson plan for facilitating the assessment; includes answer keys and exemplar student responses	Use to prepare for and facilitate the assessment; refer to answer keys and exemplars when reviewing student work
Student Assessment	A print-ready PDF of the student assessment	Download and print to make class copies; distribute to students for the assessment

Note

Embedding assessments within the lesson page ensures that teachers encounter each assessment in context, alongside the instruction it follows. The Assessment (Teacher Edition) provides everything needed to facilitate the assessment, score student work, and identify next instructional steps.

Note

Many lessons display three objectives:

- a Content Objective (what students will learn),
- a Language Objective (ELD-aligned, what language students will practice),
- and a Foundational Skill Focus (what language or literacy skill is reinforced).

This three-part structure ensures lessons address content, language, and skills simultaneously.

Section 5: Unit Page: Assessments

What You See

The Assessments page provides a comprehensive view of all assessment materials for the unit, organized as a central hub for unit-level assessment resources. Assessments that occur within the lesson sequence are also discoverable within those individual lessons (see Section 4); the Assessments page presents them together with their full supporting materials.

Overview Lessons **Assessments** Additional Resources

Unit Assessment Overview

This unit includes multiple opportunities for students to demonstrate understanding as they move from building knowledge to showcasing learning. Assessment is embedded throughout the Spark, Investigation, and Showcase phases and culminates in a performance task that integrates reading, writing, speaking, and language standards.

SUGGESTED PACING
9 Weeks

Assessment Opportunities

Daily

Daily formative assessments, including discussion, annotation, quick writes, and other checks for understanding, provide real-time insight into student thinking and guide instructional decisions.

End of Investigation

Each Investigation concludes with a traditional, standardized assessment designed to measure students' mastery of targeted standards and key knowledge.

Performance Task

The unit culminates in a performance task that synthesizes reading, writing, speaking, and language skills, requiring students to demonstrate deep understanding of the unit's essential questions and targeted standards.

Assessments tab on the Unit landing page

Assessment Page Elements

Element	What It Shows	How to Use It
Unit Assessment Overview	Description of the unit's assessment approach; estimated assessment window (e.g., "9 Weeks")	Read at the start of the unit to understand the full assessment plan and timeline

Element	What It Shows	How to Use It
Assessment Opportunities	Table showing when each assessment type occurs across the unit arc	Plan when to administer each assessment; align with the pacing table on the Overview tab
End-of-Investigation Assessments	Assessments administered at the close of each investigation; includes the Teacher Edition with answer keys and exemplar responses, and a student PDF for printing	Download the Teacher Edition to prepare for facilitation and scoring; download the student PDF to make class copies; use data to plan Flex Day grouping and differentiated instruction
Performance Task	An extended essay or other summative task assessing the unit’s focal standards	Download student materials and teacher edition with scoring rubric and exemplar responses; this is the primary summative measure for the unit

Two Ways to Access Assessments

Access Path	When to Use It
Lesson Page: Assessment appears within the lesson sequence on the day it occurs	The Teacher Edition and student PDF are available directly on the lesson page; access the assessment in context on the day it falls in the unit
Unit Assessments Page: All assessments collected in one location	A centralized place to find all unit assessments together; useful for reviewing the full assessment sequence or downloading all materials at once

Note

Each assessment includes a Teacher Edition (with answer keys and exemplar responses) and a student PDF (for printing class copies). Click the download icon next to each assessment to save files for printing or digital distribution. All assessments have content validity across reading, writing, speaking/listening, and language domains.

Section 6: Unit Page: Additional Resources

What You See

The Additional Resources page provides instructional materials and Program Resources that support the specific unit.

Additional Resources

Resource Type	What It Contains	How to Use It
ELA Assessment Reporting Toolkit	Assessment data tracking tools, scoring routines, and reporting templates for ELA assessments	Use to record, analyze, and report student assessment data; supports MTSS decision-making
Grade-Specific ELA Scope & Sequence	Standards coverage across all units for the specific grade, including vertical alignments to other grades.	Plan instruction across the year; verify standards are addressed in sequence; identify vertical progression
Grade-Specific Strategic Reading: Text Selections & Complexity	Detailed analysis of text complexity for each text in the Grade 6 course, including qualitative and quantitative measures	Evaluate text appropriateness; plan scaffolding for complex texts; reference during lesson preparation
Grade-Specific Family and Community Engagement Guide	Downloadable family communication templates, unit summaries, and resources for home connections, including translated materials.	Share Part II and Part II resources with families to support at-home engagement; distribute translated summaries as available
Independent Reading Guide	Guidance for implementing independent reading alongside core instruction, including book selection criteria	Plan independent reading time; select appropriate titles; monitor student reading progress
Media Literacy Toolkit	Instructional resources for teaching media literacy skills, including evaluation frameworks and discussion routines	Integrate media literacy into relevant lessons; support students in critically evaluating sources
OPTEL Observation Tool	A structured classroom observation instrument for multilingual learners, aligned to the program's instructional model	Use during classroom observations to formatively assess students' language progression.
Routines Guide	Step-by-step instructions for all instructional routines used across	Reference when preparing lessons that use specific routines; ensure

Resource Type	What It Contains	How to Use It
	the program (e.g., Socratic Seminar, peer feedback routines)	consistent implementation across classrooms

Note

The Additional Resources page supports collaborative planning between ELA and content-area teachers. Share the Unit Guide and pacing table with science, social studies, and other content teachers to identify cross-disciplinary connections and develop student literacy across subjects.

Section 7: Student Digital Experience

Overview

Students access the *Threads & Themes* for California digital platform through a clean, focused interface designed for middle school learners. The student view removes teacher-facing elements (teacher support, answer keys, differentiation guidance) and presents only what students need: their assigned lessons, texts, vocabulary, and the lesson sequence. The platform works on any browser on desktop, laptop, tablet, or Chromebook.

During the California review process, reviewers can preview the student experience in two ways:


1. Click View Course as a Student on any grade level from the Your Courses page to see the student-facing course view.
2. From within any lesson in the teacher view, click the Open Student Lesson link at the top of the lesson page to see exactly what students would see for that lesson.

Your Courses


ELA Courses ELD Courses

ELA Core 6th Grade


The Grade 6 Core ELA course launches the middle school progression (Self → Belonging → Systems) by grounding students in the power of story. Students discover how sharing stories builds community, how mentorship and craft connect individuals to heritage, and how research can make overlooked contributions visible. At the heart of the course is a central question: How do stories help us understand who we are, where we come from, and what we can discover?




Unit 1: Setting Out: Voice, Self & Agency



Unit 2: The Art of Learning: Craft, Mentorship & Tradition



Unit 3: Curiosity, Evidence & Discovery: Hidden Figures



Unit 4: Myths, Monsters & Modern Stories

View Course as a Teacher View Course as a Student

Your Courses landing page with **View Course as a Student** button

To preview the Student experience from within a lesson in the Teacher experience:

When viewing any lesson as a teacher, click the purple **Open Student Lesson** banner at the top of the lesson page to see the student-facing version of that specific lesson.

The screenshot shows the teacher interface for a lesson. At the top, there is a breadcrumb trail: Home / ELA Core 6th Grade / Unit 2: The Art Of Learning: Craft, Mentorship & Tradition / Lesson 1: Building Background Knowledge: Korea. Below this is a 'SPARK' badge. The main title is 'Lesson 1: Building Background Knowledge: Korea' with a '50 min' duration. Three columns of standards are listed: California CCSS: Focus Standards (RI.6.2, RI.6.3), California CCSS: Supporting Standards (L.6.6, RI.6.1, RI.6.10, RI.6.9), and ELD Standards (ELD.PI.6.1, ELD.PI.6.6a.Em, ELD.PI.6.6a.Ex, ELD.PI.6.6a.Br, ELD.PI.6.2b.Br). A purple banner contains the text 'STUDENT LESSON Lesson 1: Building Background Knowledge: Korea' and a button labeled 'Open Student Lesson'. Below the banner is a 'Share' icon. The 'Student Learning Objectives' section has two items: 1. Content: Students will preview the anchor text, *A Single Shard*, and engage in Jigsaw Reading to explore Korean history, culture, and geography as well as contextualize the setting of the novel. 2. Language: Students will summarize and explain Korea's historical context by using general academic nouns (such as tradition, community, and identity), incorporating connecting and transitional language (e.g., because, for example, as a result), and applying time and place prepositional phrases (such as "in Korea," "during the Goryeo period," and "on the Korean peninsula") while sharing their jigsaw learning.

Teacher Lesson page with Open Student Lesson button

Student Home

Element	What Students See	How Students Use It
Homepage	List of all lessons, organized by unit; each shows the lesson title and the type badge	Students click "Go to lesson" to open the lesson; lessons appear in sequence
Unit Headers	Each unit displays its title, cover illustration, and lesson count (e.g., "Unit 2: The Art of Learning: Craft, Mentorship & Tradition")	Provides visual orientation; students know which unit they are working in
Lesson Type Badges	Color-coded badges: Reading, Writing, Academic Discussion, Presentation, Spark, Flex, Assessment	Students learn to recognize lesson types and anticipate the kind of work they will do

Lesson Page: What Students See When They Open a Lesson

Lesson Page Element	What It Shows	How Students Use It
Standards	California CCSS: Focus Standards, Supporting Standards and ELD Standards	Students see which standards are addressed in the lesson; it builds awareness of learning goals and helps students connect activities to the skills they are developing.
In this lesson	“Today you will...” statement describing the lesson purpose; clear instructions for what students will do	Students read the overview to understand the lesson goal before starting, orients them to the day’s work
Texts used in this lesson	Cover images and titles of texts students will read; includes the anchor text chapter and any short-form texts assigned to this lesson	Students click on a text to open it in the reading view; multiple texts may be assigned per lesson
Lesson Sequence	Numbered list of lesson activities (e.g., “1. Launch,” “2. Literacy Lab,” “3. Learning in Action,” “4. Look Back”)	Students follow the sequence step by step; the structure is consistent across lesson types, so students learn the routine

Home / ELA Core 6th Grade / Lesson 1: Building Background Knowledge: Korea

SPARK

Lesson 1: Building Background Knowledge: Korea

California CCSS: Focus Standards

RI.6.2 RI.6.3

California CCSS: Supporting Standards

L.6.6 RI.6.1 RI.6.10 RI.6.9

ELD Standards

ELD.PI.6.1 ELD.PI.6.6a.Em ELD.PI.6.6a.Ex ELD.PI.6.6a.Br
ELD.PII.6.2b.Br

Share

In this lesson



Today you will

- Preview the anchor text, *A Single Shard*, and engage in a Jigsaw Reading to explore Korean history, culture, and geography to contextualize the setting of the novel.
- Summarize and explain Korea's historical context by using general academic nouns (such as tradition, community, and identity), incorporating connecting and transitional language (e.g., because, for example, as a result), and applying time and place prepositional phrases (such as "in Korea," "during the Goryeo period," and "on the Korean peninsula") while sharing your jigsaw learning.



Essential Questions

- What does it take to learn something difficult?
- How does art connect people to their history and community?

Texts used in this lesson

NOVEL

A Single Shard

Linda Sue Park



SHORT-FORM TEXT

From Ancient Beginnings to the Kingdom of Goryeo: An Early History of Korea

Standard News Bureau

Read text



Student experience: Lesson landing page

Text Reading View

When students open a text from the lesson page, they see the full article in a split-panel layout: the article text, headline, author/source attribution, and images appear on the left, while a Lesson Sequence panel on the right shows the current lesson's steps.

The screenshot displays the Newsela interface in a split-panel layout. On the left, the article "From Ancient Beginnings To The Kingdom Of Goryeo: An Early History Of Korea" is shown. It includes a large image of a grassy hill with a path and two people walking. Below the image, the author is listed as "Standard News Bureau", the recommended grade level is "Upper Elementary School - Middle School", and the word count is 1250. A blue box highlights the sharing options: Share, Text size, Listen, Count, and Citation. The article title is "The Very First Koreans", and the first paragraph begins with "Long before there were kingdoms or written records, people were already living on the Korean Peninsula. They arrived more than 700,000 years ago. At first, they hunted animals and gathered wild plants to survive. Over thousands of years, they learned to farm crops like millet and rice. They made pottery decorated with beautiful comb-like patterns and".

On the right, the "Lesson 1 Sequence" panel is visible, containing a list of steps: 1. Launch, 2. Learning in Action, and 3. Look Back. Below the list is a "Think-Pair-Share" section with directions: "Use the Think-Pair-Share routine to discuss the following reflection question:" followed by a bullet point: "What did you learn about Korea today that was especially interesting to you? How might this new learning connect to the novel, *A Single Shard*?"

Student experience: Short form text view page

Toolbar Element	What It Does	Accessibility / Learning Benefit
Share	Opens a pop-up with a direct URL to the article; students can copy the link to share the text	Students can share readings with family members or study partners outside the platform
Text Size	Adjusts the font size of the article text using +/- controls; the page reformats in real time	Essential accessibility feature for students with visual processing needs or reading difficulties;
Listen (Audio)	Text-to-speech read-aloud of the full article; highlights paragraphs as they are read so students can follow along visually	Supports EL students, students with dyslexia, auditory learners, and students who benefit from hearing text while reading;
Paragraph Count	Displays the total number of paragraphs in the text; shown alongside the Listen tool	Helps students plan their reading and track their progress through longer texts
Citation Generator	A floating feature that auto-fills article title, date, publication, and URL; students can add author/contributor details and copy the formatted citation	Teaches proper citation practices; supports research lessons and writing-to-sources; reduces barrier to academic integrity; builds citation habits from the point of reading

Built-In Accessibility for All Students

Accessibility Feature	How It Works	Who Benefits
Adjustable Text Size	Students select their preferred text size from the toolbar; the page reformats in real time	Students with visual processing difficulties, dyslexia, or low vision; any student who prefers larger text
Audio Read-Aloud (Listen)	Text-to-speech reads the article aloud; students can follow along visually while listening	EL students (especially Newcomers and Emerging), students with dyslexia, auditory learners, and students with attention challenges
Paragraph Count	Displays the total number of paragraphs in the text alongside the Listen tool	Students who benefit from knowing the scope of a text before reading support reading stamina and self-monitoring

Clean, Distraction-Reduced Layout	The reading view strips away navigation and shows only the text, images, and toolbar	Students with attention/focus challenges, students who are easily overwhelmed by busy interfaces
Consistent Lesson Structure	Every lesson follows the same sequence (Launch, Read/Write/Discuss, Close); students learn the routine	All students, especially those with executive function challenges, and EL students who benefit from predictable routines.

Note

Every feature is available to all students by default. No accommodation plan is needed to access text size adjustment, audio read-aloud, or print. The student view does not include teacher annotations, answer keys, or differentiation labels. Students see their work, not their category. The consistent lesson structure reduces cognitive load and supports executive function for all learners. The platform works on any device with a web browser; no app installation or special software is required.

Section 8: Planning & Pacing

Pacing Resources

The program includes a complete curriculum guide for the 180-day academic instructional year. The pacing guide lists every lesson across all four units with estimated instructional time, standards cross-references, and suggested pacing windows.

Planning Tool	What It Contains	Where to Find It
Suggested Pacing Table	Per-unit pacing showing arcs, lesson counts, and Flex Day placement	Unit Page > Overview tab > Pacing section
Scope and Sequence	Standards coverage across all units for the grade level; vertical alignment across grades 6–8	Course Page > Teacher Resources section > GX Scope and Sequence
Standards Cross-Reference	Complete list of standards with lesson citations	Course Page > Teacher Resources section; GX Standards Maps

Suggested Pacing

UNIT ARC	INSTRUCTIONAL TIME	ESSENTIAL QUESTION	KEY MILESTONES
Spark Lessons 1–3	3 lessons 50 minutes each	What can we learn from a master?	<ul style="list-style-type: none"> Lesson 3: Milestone—Intro to Essential Questions & Apprenticeship Concept
Investigation 1 Lessons 4–18	15 lessons 50 minutes each	How does learning from a master shape who we become?	<ul style="list-style-type: none"> After Lesson 18: End of Investigation 1 Assessment
Flex Lessons 19–20	2 lessons 50 minutes each		<ul style="list-style-type: none"> Lesson 19: End of Investigation 1 Assessment Lesson 20: Flex-Huddle
Investigation 2 Lessons 21–33	13 lessons 50 minutes each	What does it take to master a craft?	<ul style="list-style-type: none"> Lessons 21–22: Research (Visual Rhetoric & Source Corroboration) Lesson 30: Academic Discussion After Lesson 33: End of Investigation 2 (Optional) Assessment
Flex Lessons 34–35	2 lessons 50 minutes each		<ul style="list-style-type: none"> Lesson 34: End of Investigation 2 Assessment Lesson 35: Flex-Huddle
Showcase & Reflect Lessons 36–45	10 lessons 50 minutes each	How can we explain what it takes to master a craft?	<ul style="list-style-type: none"> Lesson 41: Flex-Huddle Lesson 44: Flex-Huddle Lesson 45: Performance Task: Explanatory Essay & Process Document Presentation

[— View less](#)

Suggested Pacing table on the Unit landing page

Combination Classes

The program's consistent structure also supports teachers managing multi-grade classrooms.

For teachers of combination classes (two different grade levels), the program guides adaptation of instruction. Because all units follow the same structure (Spark, Investigation, Showcase) and use the same lesson types, teachers can run parallel units across grade levels using shared routines with grade-specific texts and performance tasks.















Note

The consistent unit arc and lesson type structure across grades 6, 7, and 8 supports combination class instruction. Teachers of combination classes can use the Pacing Guide to align parallel units, share routine instruction, and differentiate through grade-specific anchor texts and performance tasks.

Family Engagement

The platform supports family engagement by providing teachers with downloadable communication templates (available in the Multilingual & Home Connections Handbook and the Family & Community Engagement Guide on the Course level) and unit-level summaries that can be shared with families.

Teacher Resources [Download all Course Resources](#) ↓

 ELA Design Framework 153kb Preview ↗	 Grade 6 ELA Scope and Sequence 153kb Preview ↗
 Assessment Playbook 153kb Preview ↗	 Differentiation Playbook 153kb Preview ↗
 Universal Access Handbook 153kb Preview ↗	 Routines Guide 153kb Preview ↗
 Navigation Guide 153kb Preview ↗	 Grade 6 Strategic Reading: Text Selections & Complexity 153kb Preview ↗
 Independent Reading Guide 153kb Preview ↗	 ELA Assessment Reporting Toolkit 153kb Preview ↗
 Multilingual & Home Connections Handbook 153kb Preview ↗	 Grade 6 Family and Community Engagement Guide 153kb Preview ↗
 Media Literacy Toolkit 153kb Preview ↗	 Grade 6 ELA Standards Map 153kb Preview ↗

Family engagement resources in the Teacher Resources section on any Course landing page

Section 9: Designated ELD Course

Overview

The Designated ELD (D-ELD) course is separate from the ELA course. It is designed for Designated ELD instruction and is aligned to the CA ELD Standards. It shares the same platform navigation structure as the ELA course:

- Home Page, Course Page, Unit Page (Overview, Lessons, Assessments, Additional Resources), and Lesson Page

- It also includes distinct features at every level designed to support Multilingual Learning instruction.


Access the Designated ELD courses by selecting the ELD Courses tab at the top of the Home Page.

Your Courses


ELA Courses
ELD Courses

ELD Core 6th Grade


The Grade 6 Core Designated ELD course launches the middle school progression (Self → Belonging → Systems) by grounding students in the power of story. Students discover how sharing stories builds community, how mentorship and craft connect individuals to heritage, and how research can make overlooked contributions visible. At the heart of the course is a central question: How do stories help us understand who we are, where we come from, and what we can discover?




Unit 1: Setting Out: Voice, Self & Agency



Unit 2: The Art of Learning: Craft, Mentorship & Tradition



Unit 3: Curiosity, Evidence & Discovery: Hidden Figures




Unit 4: Myths, Monsters & Modern Stories


View Course as a Teacher
View Course as a Student

ELD Core 7th Grade


The Grade 7 Core Designated ELD course deepens the middle school progression (Self → Belonging → Systems) by asking students to look beyond their own experience and witness the lives, histories, and struggles of others. Students examine how identity is shaped by social class, cultural memory, economic opportunity, and biological connection and begin to develop the civic awareness and... [View full description](#)




Unit 1: Belonging & Identity: Social Life, Empathy & Perspective



Unit 2: Witness, Testimony & Argument: Reading the Historical Record



Unit 3: Dreams & Opportunity: Promise, Challenge & the American Story



Unit 4: Connections that Shape Us: Family, Culture & Identity

View Course as a Teacher
View Course as a Student

ELD Courses tab on the Home Page has courses listed.

Designated ELD: Teacher Resources

The Designated ELD course includes its own set of Program Resources, which are downloadable reference documents designed specifically to support Designated ELD instruction. These resources provide the instructional architecture, planning tools, assessment guidance, and differentiation strategies that underpin the digital lessons on the platform.

Program resources for Designated ELD are available on the **Course Page** under **Teacher Resources** (for grade-level and cross-grade documents) and on each **Unit Page** under **Additional Resources** (for unit-specific materials).


Course-level Teacher Resources in the Designated ELD Course:


Resource Element	What It Contains	How to Use It
Assessment Playbook	A reference document detailing the ELA assessment framework, including assessment types, purposes, scoring guidance, and data use routines	Reference to get a picture of the assessment framework being used in the ELA course
Designated ELD Design Framework	The instructional architecture for the Designated ELD course, including the rationale for lesson types, language development progressions, and unit design	Understand the pedagogical foundation of D-ELD instruction; reference when planning or adapting lessons
Designated ELD Routines Guide	Descriptions, rationales, and implementation tips for all Designated ELD instructional routines, including oral language practice routines and discussion structures	Prepare for lessons that use specific routines; ensure consistent implementation of language practice routines
Differentiation Playbook	Strategies and guidance for differentiating instruction across proficiency levels, including scaffolding techniques and flexible grouping	Plan differentiated instruction; select appropriate supports for Emerging, Expanding, and Bridging students
ELD Assessment Reporting Toolkit	Assessment data tracking tools, scoring routines, and reporting templates specific to ELD assessments and language proficiency monitoring	Record and analyze ELD assessment data; track language proficiency growth; support reclassification decisions
ELD Typology Guide	A guide to ELD proficiency typologies, linguistic asset descriptions, and differentiation strategies organized by proficiency level	Identify student language profiles; select targeted supports; plan instruction responsive to proficiency levels
Grade-Specific Designated ELD Family and Community Engagement Guide	Downloadable family communication templates tailored for families of English learners, unit summaries, and resources for home	Share Part II and Part III resources with ELs' families to support at-home language development and engagement with school learning


Resource Element	What It Contains	How to Use It
	connections, including translated materials	
Grade-Specific Designated ELD Scope and Sequence	ELD Standards coverage across all units for the grade, including language function progressions	Plan D-ELD instruction across the year; verify ELD Standards are addressed; track language development arcs
Grade-Specific ELD Standards Map	A full cross-reference of all CA ELD Standards with lesson-level citations across the grade.	Verify that specific ELD Standards are covered and find the lessons where each standard is taught
Grade-Specific Strategic Reading: Text Selections & Complexity	Text complexity analysis for texts used in the grade-specific Designated ELD course, including linguistic complexity measures	Evaluate text appropriateness for English learners; plan language scaffolding for complex texts
Multilingual & Home Connections Handbook	Resources for leveraging students' home languages and family connection strategies	Support multilingual learners in connecting home language knowledge to academic English; engage families
OPTEL Observation Tool	A structured classroom observation instrument for multilingual learners aligned to the Designated ELD instructional model	Use during classroom observations to formatively assess students' language progression.
Research Base	The research foundations underlying the program's approach to language development, Integrated and Designated ELD, and text-based instruction	Understand the evidence base for instructional decisions; reference for professional learning or stakeholder communication
Universal Access Handbook	Comprehensive guidance for providing access to all students, including accommodations for students with disabilities, newcomers, and long-term English learners	Plan accommodations and modifications; ensure all students can access D-ELD instruction


Resource Element	What It Contains	How to Use It
Unit Language Toolkits	Student-facing resource for collecting vocabulary, sentence frames, language features, discussion moves, and home-language connections across each unit. Available in Emerging, Expanding, and Bridging base versions, with optional Newcomer, LTEL, and Dually Identified Companions. Students accumulate one completed toolkit per unit, building a four-unit language portfolio across the year.	Distribute to students in the appropriate base–companion combinations. Verify that students build the toolkit across the unit) and bring it into the Performance Task. Model linguistic note-taking by adding to the class's Unit Language Toolkit anchor chart, which you will create.


Teacher Resources [Download all Course Resources](#) ↓


 **Designated ELD Design Framework**
153kb [Preview](#) ↗


 **Grade 6 Designated ELD Scope and Sequence**
153kb [Preview](#) ↗


 **Assessment Playbook**
153kb [Preview](#) ↗


 **Differentiation Playbook**
153kb [Preview](#) ↗


 **Universal Access Handbook**
153kb [Preview](#) ↗


 **ELD Typology Guide**
153kb [Preview](#) ↗


 **Designated ELD Routines Guide**
153kb [Preview](#) ↗


 **Navigation Guide**
153kb [Preview](#) ↗


 **Grade 6 Strategic Reading: Text Selections & Complexity**
153kb [Preview](#) ↗


 **ELD Assessment Reporting Toolkit**
153kb [Preview](#) ↗

 **Multilingual & Home Connections Handbook**
153kb [Preview](#) ↗

 **Grade 6 Designated ELD Family and Community Engagement Guide**
153kb [Preview](#) ↗

 **Research Base**
153kb [Preview](#) ↗

 **OPTEL Observation Tool**
153kb [Preview](#) ↗

 **Grade 6 ELD Standards Map**
153kb [Preview](#) ↗

Designated ELD Teacher Resources on the Course landing page

Designated ELD Unit Page: Overview

The Designated ELD Unit Overview page follows the same structure as the ELA Unit Overview, but with the following differences.

Element	ELA Course	D-ELD Course
Standards displayed	CA CCSS for ELA standards tags + ELD Standards	CA ELD Standards tags (e.g., ELD 6.I.A.3, ELD 6.II.B.4)
Performance Task badge	Shown on the Overview page	Shown on the Overview page; The D-ELD Performance Task type specifically reflects D-ELD language production goals (e.g., Process Explanation)
Unit Context panels	Knowledge-Building Topic, I’m Learning About, Knowledge Goals, Knowledge Building Questions, Essential Questions	Knowledge-Building Topic, I’m Learning About, Language Goals, Language Analysis and Use , Essential Questions
Unit Texts tabs	Anchor Text, Independent Reading	Anchor Text


Home / ELD Core 6th Grade / Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

Unit 2: The Art Of Learning: Craft, Mentorship & Tradition


ELD Standards

ELD.PI.6.1 ELD.PI.6.5 ELD.PI.6.6a-Em ELD.PI.6.6a-Er ELD.PI.6.6a-Pr ELD.PI.6.8 ELD.PI.6.9 ELD.PI.6.4 ELD.PI.6.1 ELD.PI.6.12a-Em ELD.PI.6.12a-Er ELD.PI.6.12a-Pr ELD.PI.6.6 ELD.PI.6.9 ELD.PI.6.2a-Pr
ELD.PI.6.10a-Em ELD.PI.6.10a-Er ELD.PI.6.10a-Pr


Overview Lessons Assessments Additional Resources




UNIT TYPE
Designated ELD




SUGGESTED PACING
9 Weeks




PERFORMANCE TASK
"From Beginner To Builder" Explanation




Unit Context

 Knowledge Building Topic


Apprenticeship and Artisan Traditions: How mentorship and deliberate practice develop skill, voice, and identity—and how craft connects individuals to cultural heritage

 I'm Learning About


- how curiosity, effort, and guidance help people develop skill and confidence.
- how mentorship transmits knowledge and values.
- how art connects individual purpose to cultural heritage.

 Language Goals

- Analyze how authors use language to show how skill develops over time.
- Compare how fiction and nonfiction describe the same process differently.
- Explain the stages of a learning process using sequence and cause-and-effect language.

 Language Analysis And Use

- How do authors use precise verbs, expanded noun phrases, and nominalization to describe a process with detail and authority?
- How do temporal, causal, and elaboration connectors link events and ideas to explain how learning unfolds?

 Essential Questions

- Spark: What language do we use to describe how something is learned step by step—and what academic forms help us explain a process clearly?
- Language Investigation 1: How do authors of historical fiction use temporal connectors, precise nouns, and verbs of process and refinement to show how skill and mastery develop over time?
- Language Investigation 2: How can we use sequence, cause-and-effect, and elaboration language to write a clear and detailed explanation of how learning unfolds?
- Showcase: How do our word choices, sentence structures, and organizational moves help an audience follow and appreciate the stages of a learning process?

Language Goals and Language Analysis on the Unit Overview





Language Goals state what students will be able to do with language by the end of the unit, expressed as observable, teacher-facing learning outcomes. **Language Analysis and Use** poses the metalinguistic questions the unit investigates, framing the specific language features students will analyze in mentor texts and apply in their own speech and writing.

Note

The Designated ELD course shares the same anchor texts as the parallel ELA course. However, the D-ELD Unit Texts section does not include an Independent Reading tab.

Unit Texts

Anchor Text

<p>NOVEL A Single Shard Linda Sue Park</p> 	<p>SHORT-FORM TEXT The Craftsman Marcus B. Christian, Poetry Foundation</p> <p>Read text</p> 
<p>SHORT-FORM TEXT Korean Ceramics of the Goryeo Period Standard News Bureau</p> <p>Read text</p> 	<p>SHORT-FORM TEXT The youngsters keeping traditional trades alive Riyah Collins</p> <p>Read text</p> 









Anchor Text tab with novels and short form tests on the Designated ELD Unit landing page

Designated ELD Unit Page: Additional Resources

The Designated ELD Additional Resources page displays downloadable materials in the same format as the ELA course, a paginated grid of PDFs with individual Preview links and a “Download all Materials” option.

Overview Lessons Assessments **Additional Resources**

Additional Resources (12 total) Download all Materials ↓

 <p>Grade 6 Designated ELD Scope and Sequence 153kb</p> <p>Preview</p>	 <p>Designated ELD Routines Guide 153kb</p> <p>Preview</p>
 <p>Grade 6 Strategic Reading: Text Selections & Complexity 153kb</p> <p>Preview</p>	 <p>Designated ELD Assessment Reporting Toolkit 153kb</p> <p>Preview</p>
 <p>Grade 6 Designated ELD Family and Community Engagement Guide 153kb</p> <p>Preview</p>	 <p>OPTEL Observation Tool 153kb</p> <p>Preview</p>
 <p>Unit Language Toolkit 153kb</p> <p>Preview</p>	 <p>Grade 6 ELD Standards Map 153kb</p> <p>Preview</p>

Designated ELD Additional Resources tab on the Unit page

Designated ELD Unit Page: Lessons

The Designated ELD Lessons page lists all lessons in sequence with title, lesson type badge, estimated time (30-45 min per lesson), and ELD Standards tags. Expanding a lesson row previews the texts used, the learning objectives, and a **Go to Lesson** button.

Designated ELD Lesson Type Badges

Lesson Type	Description
Reading	Close reading for language—examining how writers make language choices and build meaning.
Writing	Writing anchored in the set's language focus.
Discussion	Collaborative academic discourse via named routines; often oral rehearsal for Writing.
Spark	Unit-opener activating prior language and collaborative discussion norms via text-set texts.
Flex Day	Arc-closing Reflection on language growth; no new language introduced.
Presentation	D-ELD Culminating Language Performance Task—extended language production for a defined audience.
Research	Showcase-arc lesson: individual language-toolkit building, then collaborative synthesis for the culminating task.
Language Analysis	Explicit instruction in how English works—text structure, cohesion, verb/noun expansion, connecting/condensing ideas—with foundational-skills supports for eligible students.



ELD Core 6th Grade

- > Unit 1: Setting Out: Voice, Self & Agency
- ▼ Unit 2: The Art of Learning: Craft, Mentorship & Tradition
 - > Lessons #1 - #10
 - > Lessons #11 - #20
 - > Lessons #21 - #30
 - > Lessons #31 - #40
 - > Lessons #41 - #42
- > Unit 3: Curiosity, Evidence & Discovery: Hidden Figures
- > Unit 4: Myths, Monsters & Modern Stories

Home / ELD Core 6th Grade / Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

Unit 2: The Art Of Learning: Craft, Mentorship & Tradition

ELD Standards

- [ELD.PI.6.1](#)
[ELD.PI.6.5](#)
[ELD.PI.6.6a.Em](#)
[ELD.PI.6.6a.Ex](#)
[ELD.PI.6.6a.Br](#)
[ELD.PI.6.8](#)
[ELD.PII.6.2b.Br](#)
[ELD.PI.6.6b.Em](#)
[ELD.PI.6.6b.Ex](#)
[ELD.PI.6.6b.Br](#)
[ELD.PI.6.4](#)
[ELD.PII.6.3](#)
[ELD.PI.6.3](#)

[ELD.PI.6.10a.Em](#)
[ELD.PI.6.10a.Ex](#)
[ELD.PI.6.10a.Br](#)
[ELD.PI.6.7](#)
[ELD.PII.6.4](#)
[ELD.PI.6.12a.Em](#)
[ELD.PI.6.12a.Ex](#)
[ELD.PI.6.12a.Br](#)
[ELD.PII.6.7](#)
[ELD.PI.6.11a.Em](#)
[ELD.PI.6.11a.Ex](#)
[ELD.PI.6.11a.Br](#)
[View all](#)

- [Overview](#)
[Lessons](#)
[Assessments](#)
[Additional Resources](#)

All Lessons (45 total)

Expand all ▼

- Lesson 1: The Craftsman — Launching Craft Talk SPARK 30-45 min ▼
- Lesson 2: Korean Ceramics Of The Goryeo Period — Process Verbs For Celadon Making SPARK 30-45 min ▼
- Lesson 3: Korean Ceramics Of The Goryeo Period — Sequential Language For Inlay Steps SPARK 30-45 min ▼
- Lesson 4: Korean Ceramics Of The Goryeo Period And A Single Shard — Descriptive Vocabulary For Predictions SPARK 30-45 min ▼
- Lesson 5: Spark Arc Reflection—Language We Carry Into A Single Shard FLEX DAY 30-45 min ▼
- Lesson 6: A Single Shard, Chapter 1 — Interpreting Process Verbs READING 30-45 min ▼
- Lesson 7: A Single Shard, Chapter 1 — Verb Precision In Process Description LANGUAGE ANALYSIS 30-45 min ▼
- Lesson 8: A Single Shard, Chapter 1 — Claim-Evidence-Reasoning Discussion ACADEMIC DISCUSSION 30-45 min ▼

Designated ELD Lesson Page with lesson type badges

Designated ELD Lessons preview on the Lesson page

Designated ELD Lesson Page

The Designated ELD lesson page includes all core elements of the ELA lesson page: lesson type badge, ELD Standards, Student Learning Objectives, Lesson Texts, Vocabulary, Lesson Sequence, and Lesson Materials, plus several features that are unique to Designated ELD instruction.

Designated ELD Lesson Page: What’s the Same

The lesson page displays the lesson title, lesson type badge, estimated duration, and ELD Standards tags. A prominent purple Open Student Lesson banner at the top of the page provides a direct link to the student-facing version of the lesson.

Designated ELD Lesson page header and standards

Designated ELD Learning Objectives

Designated ELD lessons display two learning objectives: a Language Objective and a Content Objective. The Foundational Skill Focus present in ELA lessons does not appear in Designated ELD lessons, reflecting the distinct instructional focus of Designated ELD.

Student Learning Objectives

1

Language

Students will: Identify and use process action verbs such as *applied, fired, controlling, produce, and discovered* to describe how celadon pottery was made

2

Content

Students will: Build background knowledge about how Korean celadon pottery was made in the Goryeo period and how careful steps shaped its distinctive color.

Language and Content Objectives on every Designated ELD Lesson

Objective	What It Describes
Language Objective	The specific language function and linguistic form that students will practice and produce
Content Objective	What students will understand or analyze about the text and topic

Language at a Glance

Each Designated ELD lesson includes a Language at a Glance section that provides a snapshot of the lesson’s language demands in two areas: the Language Domain Focus, which describes the language domains and tasks students will practice, and the Formative Language Output, which describes the written or oral product students will produce as a formative measure.



Essential Question

What language do we use to describe how something is learned step by step — and what academic forms help us explain a process clearly?

Connections to

ELA:

This lesson launches unit language for talking about craft, care, and learning before students study apprenticeship more deeply in ELA.

Future Lessons:

Students will build from this observation-and-inference frame into clearer process language, including sequence and cause-and-effect connectors.

Unit Performance Task:

This lesson begins the language students need to explain how skill develops through practice, mentorship, and effort.

Language at a Glance

Language Domain Focus:

Listening, speaking, and reading. Students listen to a poem read aloud, notice words and details, and use one academic discussion frame to share ideas with a partner.

Formative Language Output:

Students write one sentence using the frame *I notice ____, which makes me think ____* about an image or the poem.

Lesson-level components that are unique to Designated ELD Lessons

Element	What It Shows
Essential Question	The arc’s driving question (language-focused)
Connections to ELA	How the D-ELD lesson connects to the parallel ELA Core lessons
Connection to Unit (Future Lessons)	How this lesson’s language focus connects to upcoming lessons
Unit Performance Task	How the lesson’s language goal contributes to the unit’s culminating Performance Task
Language Domain Focus	The language domains addressed in the lesson (e.g., reading, listening, speaking, and brief writing) and a description of the core language task students will practice
Formative Language Output	The written or oral product that students will produce as a formative measure in the Look Back phase

Lesson Pacing

Designated ELD lessons include a Lesson Pacing table that breaks the 30-45-minute lesson into timed instructional segments.

Lesson Pacing

LESSON FLOW	PURPOSE OF LEARNING EXPERIENCE
Launch 2-5 Minutes	Students observe a celadon vase image and use oral noticing language to describe what stands out.
Literacy Lab 10-15 Minutes	The teacher introduces the text, models how to notice process verbs in the excerpt, and helps students connect each verb to a step in pottery making.
Learning in Action 15-20 Minutes	Partner Process Talk — Students use the excerpt and sentence frames to rehearse and describe steps in the celadon-making process with precise action verbs.
Look Back 3-5 Minutes	Students write one sentence using a target verb and reflect on how process verbs help them explain craft clearly.

Lesson Pacing table on a Designated ELD Lesson

Lesson Flow Segment	Typical Duration
Launch	2-5 minutes
Literacy Lab (when applicable)	10-15 minutes
Learning in Action	15-30 minutes
Look Back	3-5 minutes

Click the **+ View full pacing** link to expand the complete lesson flow with purposes described for each segment.

Differentiation by ELD Proficiency Level and Typology

Each Designated ELD lesson includes a Differentiation table organized by ELD proficiency level and typology. For each level/typology, the table provides illustrative and flexible supports and an example of expected student language output.

Differentiation		
LEVEL	SUPPORTS (ILLUSTRATIVE, FLEXIBLE)	EXAMPLE OF EXPECTED OUTPUT
Emerging	Provide strong support to help students notice and produce the target verbs. Include the excerpt in writing with target verbs bolded, a picture glossary for kiln, glaze, and clay, oral rehearsal before writing, and acceptance of a one-clause response using one process verb.	The potters applied the glaze.
Expanding	Support students in connecting steps with simple sequencing language. Prompt students to use two verbs, provide sentence frames with then or next, and ask guided questions that press for clearer verb choice.	The potters applied the glaze, then they fired the pottery.
Bridging	Push students toward more precise and analytical language. Reduce frame support, prompt students to describe the full process in three sentences, and press them to comment on what the verb choices show about the craft.	The potters applied the glaze and carefully controlled the kiln. Then they fired the pottery to produce the blue-green color. These verbs show that the craft required precision.
Newcomers	Visual supports, illustrated vocabulary, home language activation, oral rehearsal before writing, and simplified entry points such as matching a bolded verb to a picture or repeating a modeled sentence	Varies based on proficiency level and student strengths
LTEs	Register comparison between everyday verbs and more precise text verbs, sentence-extending prompts, and metalinguistic reminders that <i>used</i> is less precise than <i>applied</i> , <i>controlled</i> , or <i>produced</i>	Varies based on proficiency level and student strengths
Dually Identified Students (SPED/EL)	Alternative response modes such as pointing to bolded verbs before speaking, extra processing time, chunked directions, and visual organization supports while maintaining the same language target	Varies based on proficiency level and student strengths

Differentiation by ELD Proficiency Level and Typology on a Designated ELD Lesson

Column	What It Shows
Level and Typology	ELD proficiency level (e.g., Emerging, Expanding, Bridging) and Typologies (e.g., Newcomers, Long Term English Learner (LTE), and Dually Identified (SPED/EL))
Supports (Illustrative, Flexible)	Specific, actionable instructional moves teachers can use to support students at that level/typology
Example of Expected Output	A concrete example of what a student at that proficiency level should be able to produce after the lesson

Click the **+ View full differentiation** link to expand all proficiency and typology levels.

Vocabulary

The Designated ELD lesson vocabulary section includes two components.

Component	What It Contains
Vocabulary Present in the Text(s)	Words drawn directly from the lesson's texts, each bolded with a student-friendly definition below; Spanish cognates appear in italics inline with the definition where applicable (e.g., <i>Spanish Cognate: inspeccionar</i>)
Academic/Analysis Vocabulary	Cross-curricular academic and analytical terms needed for the lesson's language tasks, each bolded with a student-friendly definition below; Spanish cognates appear in italics inline where applicable (e.g., <i>Spanish Cognates: efectivo/eficaz</i>)

Vocabulary	ACADEMIC/ANALYSIS VOCABULARY
<p>VOCABULARY PRESENT IN THE TEXT(S)</p> <p>deftly in a skillful and quick way</p> <p>inspect to look at something carefully to check its quality or find problems (Spanish Cognate: inspeccionar)</p> <p>mastery deep skill and control in something from long practice (Spanish Cognate: maestría)</p>	<p>convey to communicate or express an idea or feeling</p> <p>effective working well to produce the result you want (Spanish Cognates: efectivo/eficaz)</p> <p>precise exact, specific, and careful (Spanish Cognate: preciso)</p> <p>vague not exact or detailed (Spanish Cognate: vago)</p>

Designated ELD Lesson Vocabulary and Key Cognates

Material List and Routines

Each Designated ELD lesson displays a Material List (physical and digital materials needed) and a Routines list (instructional routines used in the lesson). Both appear as side-by-side panels at the bottom of the lesson preparation section.

Material List	Routines
<ul style="list-style-type: none"> Unit 2 Lesson 2 Designated ELD Student Edition Student Unit Language Toolkit Unit Language Toolkit Anchor Chart Personal Dictionary 	<ul style="list-style-type: none"> Think-Pair-Share Multimodal Vocabulary Support Structured Oral Rehearsal Formative Language Output Language Reflection

Material List and Routines on a Designated ELD Lesson

Unit Language Toolkits

Designated ELD lessons reference a Unit Language Toolkit that students build across each unit. In the toolkit, students collect vocabulary, sentence frames, language features, discussion moves, and home-language connections drawn from the unit's texts, discussions, and explicit instruction.

The Unit Language Toolkits resource is a single PDF differentiated by California ELD proficiency level, with three base versions (Emerging, Expanding, Bridging) and three optional Companions calibrated to specific student typologies (Newcomer, LTEL, and Dually Identified). Teachers print and copy the combination of base and Companion pages each student needs, so the toolkit each student holds is customized to their proficiency level and typology.

The toolkit culminates in a curated collection of production-ready language that students draw on for the unit's Showcase Performance Task. Across the year, students accumulate one completed toolkit per unit, building a four-unit language portfolio calibrated to each student's typology and proficiency level.

The Unit Language Toolkits PDF is available on the unit's Additional Resources page. The lesson Materials List also references a teacher-created Unit Language Toolkit Anchor Chart — a classroom display teachers build to model toolkit use during whole-class instruction.

Lesson Texts

Designated ELD lesson texts appear in a Lesson Texts section and may include both individual short-form and full-length texts, which are grouped collections of thematically related short-form articles used within a single lesson.

Lesson Materials

Designated ELD lessons display downloadable materials in two clearly separated columns.

Column	What It Contains
Materials	Both teacher-facing and student-facing materials; may include PDFs to print ahead of time. Always includes the Personal Dictionary (student-created), the Student Unit Language Toolkit (teacher-printed), and the Unit Language Toolkit Anchor Chart (teacher-created).

Both columns include individual Preview links and a “Download all” option for each category.

Designated ELD Lesson Sequence

Each Designated ELD lesson displays a complete instructional sequence directly on the lesson page. The sequence is organized into timed segments—typically Launch, Literacy Lab, Learning in Action, and Look Back—and is fully expanded inline so teachers can scroll through the entire lesson flow without navigating away. Within the sequence, teachers see scripted instructional moves (labeled: Say, Display, and Ask), Sentence Frames tiered by proficiency level (Emerging, Expanding, Bridging), formative assessment checkpoints (Listen-Fors and Look-Fors tied to specific ELD Standards), and Teacher Tips covering foundational skills, differentiation strategies, and language amplification moves. Designated ELD lessons also embed named routines (such as Language Objective Launch, Close Read & Annotation, and Language Reflection). Where the instructional sequence includes multiple parts—for example, Part 1: Explicit Modeling followed by Part 2: Structured Individual Gathering, each part appears as a clearly labeled subsection with its own directions and formative checkpoints. This level of instructional detail is unique to the teacher-facing lesson view; the student view shows only the lesson content and activity prompts.

Lesson Sequence

Expand all

1. Launch 2-5 Min

2. Literacy Lab 10-15 Min

Multimodal Vocabulary Support

Say: This informational text gives background for the artisan world of *A Single Shard*. In the section *What Is Celadon?*, the author explains that celadon is known for its blue-green color and careful craftsmanship.

Say: This blue-green pottery is named celadon. We say celadon — SEL-uh-don.

Say: Today we will read the section *How Was It Made?* We will listen for process verbs — action words that show steps.

Teach: Process Verbs

Process verbs are action words for steps.

In academic English, they explain how work happens.

I see *applied*; that means put on the surface.

I see *fired*; that means heated in a kiln.

I see *controlling*; that means managing carefully for a result.

Display: Process Verbs in "How Was It Made?"

Verb	Meaning in this excerpt	Model sentence
<i>applied</i>	put the glaze onto the pottery	The potters applied the glaze.
<i>fired</i>	heated the pottery in a kiln	Then they fired the pottery.
<i>controlling</i>	carefully managing the heat and oxygen	They were controlling the kiln.
<i>produce</i>	make or create	This helped produce the color.
<i>discovered</i>	learned something new	The potters discovered a method.

Display and Read aloud this excerpt from the section *How Was It Made?*:

One secret behind celadon's magical color was the glaze, the glassy coating **applied** before the pottery was fired in a kiln. Korean celadon glaze got its distinctive color from ingredients that included iron, manganese and quartz. Korean potters also **discovered** that by carefully **controlling** the temperature and the amount of oxygen inside the kiln, they could **produce** the prized blue-green color. This made it different from any previous Korean pottery, and it set it apart from the Chinese version from which it originated.

Read the excerpt aloud once with expression. Read it a second time, pausing slightly on each bolded verb.

Teacher Tip: Foundational Skills — Fluency Modeling

Reading academic words aloud supports both word recognition and meaning.

For students with limited spoken English: Tap the syllables in *ce-la-don*, *con-trol-ling*, and *dis-tinc-tive* before rereading the excerpt. This helps students hear the word parts they will read and say.

For students literate in Spanish: Point out the cognate pair *distinctive/distintivo*. This helps students with word recognition through cross-linguistic transfer during rereading.

Ask: Which words in the excerpt tell what the potters did?

Sentence Frames:

- Emerging: The word ____
- Expanding: The verb ____ tells what the potters did. It means ____.
- Bridging: The verb ____ shows a precise step in the process. The author used this verb because ____

Listen-Fors ELD.PI.6.8

Emerging: identifies one bolded action word from the excerpt.

Expanding: names a target verb and explains its basic meaning in a complete sentence.

Bridging: explains how multiple verb choices make the process sound precise or careful.

Guide students to chorally repeat the verbs *applied*, *fired*, *discovered*, *controlling*, and *produce*. Briefly point to the anchor after each response.

Say: Now you will use these same verbs to describe the process yourselves.

3. Learning In Action 15-20 Min

4. Look Back 3-5 Min

Designated ELD Lesson: Instructional Sequence

Designated ELD Unit Page: Assessments

The Designated ELD Assessments page organizes assessment opportunities into two tiers that reflect the D-ELD instructional model. Formative assessment is embedded in every lesson through Look-Fors and Listen-Fors and each unit concludes with a culminating language Performance Task.

Assessment Tier	What It Includes	When It Occurs
Daily Formative (Look-Fors / Listen-Fors)	Short written or verbal exit task in the Look Back section, keyed to the target language form; teacher collects observable evidence via proficiency-differentiated Look-Fors (written) and Listen-Fors (oral)	Every lesson
D-ELD Culminating Language Performance Task	Extended spoken or written language production for a defined audience and purpose, aligned to the language features, vocabulary, and discourse structures developed across the unit; scored with a rubric calibrated to Emerging, Expanding, and Bridging levels	Lesson 44 of every unit

Assessment Materials

The Assessments page organizes downloadable materials into two sections, each with a “Download all” option.

Section	Description
OPTEL Observation Tool	A teacher-facing guide aligned to the <i>Threads & Themes</i> Designated ELD instructional model that maps lesson types and routines to OPTEL observation opportunities.
Designated ELD Assessment Reporting Toolkit	Assessment data tracking tools, scoring protocols, and reporting templates for monitoring ELD language proficiency growth
D-ELD Culminating Language Performance Task	Task prompt, student-facing materials, and a scoring rubric with content look-fors, observable language look-fors, and separate expectations for Emerging, Expanding, and Bridging proficiency levels