

6th Grade ELA Curricular Framework for Reading Units

UNIT 1	
Reading Unit: Launching Reading Workshop Text Types: Literary Unit Pacing: September (4 weeks)	
READING, LANGUAGE, SPEAKING AND LISTENING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit	UNIT 1 GENERAL ASSESSMENTS
<ul style="list-style-type: none"> - <i>RL.6.1</i> <ul style="list-style-type: none"> - <i>Use evidence from the text to make and check predictions when reading</i> - <i>Make personal connections, make connections to other texts, and/or make global connections when relevant</i> - <i>Gather evidence from the text to support inferences or explicit meaning</i> - <i>Refer to the text for support when analyzing and drawing inferences</i> - <i>RL.6.10</i> <ul style="list-style-type: none"> - <i>Apply appropriate strategies in order to increase comprehension when encountering a text</i> - <i>Make an increasing number of connections among ideas and between texts</i> - <i>W.6.10</i> <ul style="list-style-type: none"> - <i>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</i> 	<ul style="list-style-type: none"> - Reader's Notebook - Conferences - Running Records - Stop and Jots

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RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Teachers College Reading and Writing Project’s “Maintaining an Independent Reading Life” - <i>Notice and Note: Strategies for Close Reading</i> by Kylene Beers and Bob Probst - Anchor Charts <p>Every effort should be made to choose diverse texts as additions to the classroom library. See resources below:</p> <ul style="list-style-type: none"> - We Need Diverse Books Book List - ALA's Rainbow List - Disability in Kidlit - Social Justice Book Lists <p>Holocaust Commission Resources:</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (5-8) Teaching Tolerance Book List Grades 5-12</p> <p>Amistad Commission Resources:</p> <p>Amistad Commission Interactive Curriculum</p>	<p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p> <p>Resources:</p> <ul style="list-style-type: none"> - Google Classroom, Google Docs, Google Slides
INTERDISCIPLINARY CONNECTIONS	
<p><i>Interdisciplinary connections may include but are not limited to:</i></p>	

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21st Century Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

genre, annotate

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p>	<ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p>

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<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class ● Provide sentence starters <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a 	<ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <hr/> <p style="text-align: center;">Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<p>quiet room with few distractions</p> <ul style="list-style-type: none"> • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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6th Grade ELA Curricular Framework for Reading Units

READING - Objectives

- I can work to develop my own reading identity by reflecting on particular authors and books that have impacted me deeply.
- I can build habits of a strong reader by curating a list of books I want to read.
- I can prepare to have a successful school year by reviewing what I should be doing during each part of reading / writing workshop.
- I can consider my reading community by following routines in the school library that help everyone find what they need.
- I can build habits of a strong reader by figuring out a technique that will help me track what I've read.
- I can push myself to read with stamina by setting goalings and practicing a lot.
- I can build habits of a strong reader by sharing and celebrating my reading plan.
- I can contribute to my reading community by thinking about how the books I've read can live in our reading community.
- I can make my reading life more interesting by planning what and how to annotate.
- I can keep track of parts of books that I want to remember or refer to by using a bookmark or Post-It notes.
- I can draft an effective jot by explaining my thinking using text evidence.
- I can talk deeply about my book with another reader by explaining my text evidence and how it supports the inferences I make as a reader.

*Choose objectives according to the needs of your class.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

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READING Assessment Examples (TEACHERS ONLY)

UNIT 2

Reading Unit: A Deep Study of Character
Text Types: Literature
Unit Pacing: **Mid September - October**

READING, LANGUAGE, SPEAKING AND LISTENING
Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

UNIT 2 GENERAL ASSESSMENTS

- *RL.6.1*
 - *Closely read the text (questioning, determining importance, looking for patterns)*
 - *Gather evidence from the text to support inferences or explicit meaning*
 - *Read and analyze a variety of literary genres*
 - *Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings*
 - *Refer to the text for support when analyzing and drawing inferences*
- *RL.6.2*
 - *Determine the theme or central message*
 - *Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text*

- Reader's Notebook entries (long and short)
- Conferences
- Running Records
- Deep Study of Character Test

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<ul style="list-style-type: none"> - Summarize texts by evaluating key details in which the central idea or theme is located - Evaluate recurring ideas and changes in the characters and plot over the course of the text - Evaluate why the author made those changes, the impact the changes had on the reader, and the effectiveness of the author's choices - RL.6.3 <ul style="list-style-type: none"> - Explain the parts of a plot; provide a summary of each part - Observe and analyze how story characters and plot interact and develop throughout a given text - Read and evaluate texts with the goal of understanding how the story's events and setting impact and shape the characters in different ways - Determine how particular episodes may trigger various responses in characters, revealing one or more of the characters' traits - RL.6.10 <ul style="list-style-type: none"> - Apply appropriate strategies in order to increase comprehension when encountering a text - Make an increasing number of connections among ideas and between text - W.6.10 <ul style="list-style-type: none"> - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - A Deep Study of Character (UoS) - Anchor Charts - Read Aloud <i>*Teacher's choice. The following are suggestions:</i> <ul style="list-style-type: none"> - <i>Look Both Ways</i> by Jason Reynolds, <i>Hurricane Child</i> by Kacen Callender, <i>King and the Dragonflies</i> by Kacen 	<p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>

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Callender, or *The List of Things That Will Not Change* by Rebecca Stead

- [Look Both Ways and LGBTQ+ history](#)
- [Hurricane Child and LGBTQ+ history](#)
- [King and the Dragonflies and LGBTQ+ history](#)
- [The List of Things That Will Not Change and LGBTQ+ History](#)

- Every effort should be made to choose diverse texts for read alouds / additions to the classroom library. See resources below:
 - [We Need Diverse Books Book List](#)
 - [ALA's Rainbow List](#)
 - [Disability in Kidlit](#)
 - [Social Justice Book Lists](#)
- Video clips *Teacher's choice. Below are suggestions:
 - Video clip from *Stranger Things*
 - Video clip from *Harry Potter and the Half-Blood Prince*
 - "You Belong with Me" music video

Holocaust Commission Resources:

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

Google Classroom, Google Docs, Google Slides

INTERDISCIPLINARY CONNECTIONS

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Interdisciplinary connections may include but are not limited to:

21st Century Standards

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CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

contradict, character trait, mood, motivation, protagonist, motif, theme

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
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<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none">● Personal glossary● Text-to-speech● Extended time● Simplified / verbal instructions● Frequent breaks● Small group/One to one● Additional time● Review of directions● Student restates information● Extra visual and verbal cues and prompts● Preferential seating● Verbal and visual cues regarding directions and staying on task● Checklists● Immediate feedback	<p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge● Work with fewer items per page and/or materials in a larger print size● Use a visual blocker● Use visual presentations of verbal material, such as word webs and visual organizers● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">● Give responses in a form (oral or written) that's easier for him/her● Dictate answers to a scribe● Capture responses on an audio recorder	
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	<ul style="list-style-type: none"> ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class ● Provide Sentence Starters <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping</p>
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6th Grade ELA Curricular Framework for Reading Units

Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Objectives

- I can close read by looking for Fiction Signposts.
- I can begin to analyze a fiction text by paying attention to subtle details that reveal a character's traits.
- I can analyze a fiction text by paying attention to new details and rethinking my first ideas about a character.
- I can analyze a character by paying attention to cues based on the genre of my text.
- I can analyze a character by acknowledging the less likable parts of the character.
- I can analyze a character by realizing that some character traits matter more than others because they affect what happens in the rest of the story.
- I can deepen my thinking about my reading by writing about my reading.
- I can analyze a character by thinking about the pressures that influence a character's actions and decisions.
- I can reflect on what I've read by pausing at the ending to think about the story as a whole.
- I can analyze a fiction text by thinking about how the setting influences the character.
- I can analyze the setting of a fiction text by paying attention to the author's specific language to determine mood, atmosphere, norms, tempo of the place.
- I can analyze a character by thinking about what internal conflicts reveal about the pressures on a character.
- I can analyze a fiction text by tracing the setting over time to investigate how the place shifts and investigate how these shifts affect characters.
- I can analyze a fiction text by thinking about how characters can act as positive or negative forces on a place.
- I can analyze a fiction text by being alert to time changes so I can ask: "How does this backstory add to my understanding of this character?"
- I can reflect on how I'm becoming a more powerful thinker by writing about my reading.

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- I can explore motifs in stories by analyzing the troubles character face and considering how these conflicts become subjects, or motifs in a story.
- I can develop a theme statement by asking myself: “What does the author suggest about this motif?”
- I can analyze the theme of a story by searching for objects or moments that take on special significance and help develop the theme.
- I can take advantage of my collaborative reading life by asking: “What’s most worth thinking about?”
- I can reflect on what I’ve learned by setting goals and applying what I’ve learned.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)

- [Deep Study of Character Test](#)

UNIT 3

Reading Unit: Tapping the Power of Nonfiction
Text Types: Informational

6th Grade ELA Curricular Framework for Reading Units

Unit Pacing: November through December	
READING, LANGUAGE, SPEAKING AND LISTENING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit	UNIT 3 GENERAL ASSESSMENTS
<ul style="list-style-type: none">- <i>RI.6.1</i><ul style="list-style-type: none">- <i>Closely read the text (questioning, determining importance, looking for pattern) to extract quality evidence to support a claim</i>- <i>Refer to the text for support when analyzing and drawing inferences</i>- RI.6.2<ul style="list-style-type: none">- Determine the central message- Explain the central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text- Summarize texts by evaluating key details in which the central idea or theme is located- RI.6.3<ul style="list-style-type: none">- Use a note taking structure to track key individuals, events, and/or ideas in informational texts- Analyze an author's method of developing a topic over the course of a text (including how the method impacts the reader, and evaluating the effectiveness of the method)- <i>RI.6.4</i><ul style="list-style-type: none">- <i>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text</i>- <i>RI.6.5</i><ul style="list-style-type: none">- <i>Analyze why the author included a specific section of the text</i>- RI.6.6	<ul style="list-style-type: none">- Reader's Notebook- Reader's Notebook entries (long and short)- Conferences- Running Records- Tapping the Power of Nonfiction Test

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<ul style="list-style-type: none"> - Identify various points of view - Determine how the author develops the point of view of the narrator or speaker in a text - RI.6.7 <ul style="list-style-type: none"> - Interpret the meaning of text features, charts, graphs, etc. - Highlight information from articles and note-taking from live media to gain insight into the overall scope of an issue - <i>RI.6.10</i> <ul style="list-style-type: none"> - Apply appropriate strategies in order to increase comprehension when encountering text - <i>SL.6.2</i> <ul style="list-style-type: none"> - Interpret and evaluate information presented in diverse media and formats - <i>W.6.10</i> <ul style="list-style-type: none"> - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Tapping the Power of Nonfiction (UoS) - Resources suggested in UoS - <i>Reading Nonfiction: Notice & Note Stances, Signposts, and Strategies</i> by Kyleene Beers and Bob Probst - Anchor Charts - Suggested texts for introducing nonfiction / Nonfiction Signposts: <ul style="list-style-type: none"> - “Nothing Holds Me Back” (Scholastic <i>Scope</i>), “The Amazing Powers of Jen Bricker” (Scholastic <i>Scope</i>), “Disability History: The disability rights movement” (Newsela), “YouTube users create visibility for life with a disability” (Newsela), “How Did the Rainbow Flag Become an LGBT Symbol?” (Newsela), “Marsha P. 	<p><i>Technology integration may include but is not limited to:</i></p> <ul style="list-style-type: none"> 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

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Johnson and Sylvia Rivera: Stonewall activists of '70s" (Newsela), "The Briggs Initiative: Remembering a crucial moment in gay history" (Newsela)

- Suggested Text Sets:
 - Child labor text set: "Why Are Your Clothes So Cheap?," "Consider the Children," "Why are Teens Working in Tobacco Fields?," "Fighting Their Way Out of Poverty"
 - Refugees text set: "From War to America," "Shattered Lives," "Former WWII refugee sends hope in a box to young Syrian boy"
 - Access to education: "Malala the Powerful," "For Many Kids, Going Back to School Is BYOC (Bring Your Own Chair)," "13 Million Middle Eastern Children Are Unable to Attend School," "U.S. teen 'unstoppable' in fight for girl power in Africa"
 - Access to water: "Thirst," "What If This Was Your Water?," "In Papua New Guinea, most people don't have access to clean water," *Ryan's Well*

Holocaust Commission Resources:

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Amistad Commission Resources:

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8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

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Resources:

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CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

confirm, context, annotate, essential, problematic, resilient, elaborate

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p>	<ul style="list-style-type: none"> ● Higher level texts ● Alternative writing assignments ● Use of higher level vocabulary in written responses / writing assignments ● Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none">● Personal glossary● Text-to-speech● Extended time● Simplified / verbal instructions● Frequent breaks● Small group/One to one● Additional time● Review of directions● Student restates information● Extra visual and verbal cues and prompts● Preferential seating● Verbal and visual cues regarding directions and staying on task● Checklists● Immediate feedback	<p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge● Work with fewer items per page and/or materials in a larger print size● Use a visual blocker● Use visual presentations of verbal material, such as word webs and visual organizers● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">● Give responses in a form (oral or written) that's easier for him/her● Dictate answers to a scribe● Capture responses on an audio recorder● Use a spelling dictionary or electronic spell-checker● Use a word processor to give responses in class● Provide Sentence Starters <p>Setting accommodations:</p>	
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6th Grade ELA Curricular Framework for Reading Units

	<ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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6th Grade ELA Curricular Framework for Reading Units

READING - Objectives

- I can close read by looking for Nonfiction Signposts.
- I can orient myself to a nonfiction text by reading the front matter closely to formulate questions and grow initial ideas.
- I can orient myself to a nonfiction text by paying attention to the text features.
- I can prepare thoughts to spark a rich conversation about the text by identifying significant parts of a text.
- I can determine a central idea of a text by noticing important details and determining how those details fit together.
- I can revise my thinking about the central idea of a text by noticing new evidence that is revealed.
- I can identify a brief note-taking strategy that works for me by tracking essential details that support the central idea.
- I can identify how stories in nonfiction can carry an author's central idea by paying attention to what the author shares in a text.
- I can determine how ideas, events, and people that initially might seem insignificant are often linked to central ideas by asking, "How might this part fit with what came before?"
- I can identify the author's purpose for including specific information by asking, "What idea was the author getting across in this excerpt?"
- I can set goals that will further lift the level of my work by self-assessment and reflecting on my previous work.
- I can identify repeating subjects by looking across multiple texts and charting the subtopics I discover.
- I can begin researching a topic by drawing on strategies for tackling nonfiction and applying them to new texts.
- I can determine the central idea of a text by rereading to identify the author's main ideas.
- I can provide a brief summary of the text by chunking the text to determine what is most essential.
- I can synthesize my previous learning with my new learning by determining if new information fits with, extends, or contradicts what I've read earlier.
- I can deepen my comprehension of my topic by finding explanations or follow-up information in additional texts.
- I can define and understand the vocabulary of my topic by determining ways the words fit together.
- I can determine the meaning of words by using the context as a clue to the word's meaning.
- I can read with a critical lense by acknowledging that a reader can't just accept an author's information.
- I can read to develop my own theories about a text by questioning, responding to, and discussing its ideas.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks

6th Grade ELA Curricular Framework for Reading Units

- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)

- [Tapping the Power of Nonfiction Test](#)

UNIT 4

Reading Unit: Poetry Analysis
 Text Types: Literary
 Unit Pacing: **January**

READING, LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

- **RL.6.1**
 - *Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim*

UNIT 4 GENERAL ASSESSMENTS

- Reader's Notebook entries (long and short)
- Conferences
- Running Records
- Poetry Quiz

6th Grade ELA Curricular Framework for Reading Units

- *Gather evidence from the text to support inferences or explicit meaning.*
- *Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings*
- *Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences*
- *Refer to the text for support when analyzing and drawing inferences*
- **RL.6.2**
 - *Determine the theme or central message*
 - *Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text*
 - *Summarize texts by evaluating key details in which the central idea or theme is located*
- **RL.6.4**
 - *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (figurative, connotative)*
 - *Provide an analysis of the impact of specific word choice on meaning and/or tone*
 - *Analyze why the author made a specific word choice*
 - *Analyze the impact of the word choice on the reader*
 - *Evaluate the effectiveness of the author's word choice*
 - **Identify poetic devices used in text**
 - **Provide an analysis of the impact of poetic devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text**
- **RL.6.5**
 - *Determine how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall scope*
 - *Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text*
- Small Group Observations

6th Grade ELA Curricular Framework for Reading Units

- *Analyze the impact of the specific section (chapter, scene, or stanza, etc.) has on you, the reader*
- **RL.6.6**
 - *Determine how the author develops the point-of-view of the narrator or speaker in the text*
 - *Determine how the author's word choice helps develop the narrator or speaker's point of view*
 - *Evaluate the effectiveness of the author's choice in point of view*
- **RL.6.7**
 - **Evaluate multiple approaches to the same subject**
 - **Compare text to multimedia as it impacts the audience**
- **RL.6.9**
 - **Compare and contrast texts of different genres that share similar themes**
- **L.6.4.A**
 - *Use a word's position in a sentence as a clue to the meaning of a word*
 - *Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase*
- **L.6.5.A**
 - *Define and identify figures of speech*
 - *Determine the meaning of and purpose of figures of speech in context*
- **SL.6.1.A**
 - *Read required texts prior to discussions*
 - *Prepare for discussions*
 - *Participate in a variety of rich, structured conversations*
- **SL.6.1.B**
 - *Define and identify rules for discussions, including group and individual roles*
- **SL.6.1.C**

6th Grade ELA Curricular Framework for Reading Units

<ul style="list-style-type: none"> - <i>Craft and respond to specific questions based on the topic or text, elaborating when necessary</i> - SL.6.1.D <ul style="list-style-type: none"> - <i>Reflect on and paraphrase what was discussed</i> - SL.6.4 <ul style="list-style-type: none"> - <i>Present information using sound, detailed, and relevant evidence in a coherent manner</i> - <i>Use appropriate eye contact, adequate volume, and clear pronunciation</i> - W.6.10 <ul style="list-style-type: none"> - <i>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</i> 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Read Aloud <i>*Teacher’s choice. Below are suggestions:</i> <ul style="list-style-type: none"> - <i>Love That Dog or Hate That Cat</i> by Sharon Creech - Poems referenced in <i>Love That Dog</i> and <i>Hate That Cat</i> - Suggestions for independent practice: <ul style="list-style-type: none"> - “Thumbprint” by Eve Merriam - “Sick” by Shel Silverstein - “Cynthia in the Snow” by Gwendolyn Brooks - “A Lonely Planet Ponders” by John P. Curtain - “I’m the Library Lady” by J. Patrick Lewis - “What is the Sun?” by Wes Magee - “Untitled” by James Baldwin - “A New Hope” by Mattie J.T. Stepanek - Suggested author biographies <ul style="list-style-type: none"> - James Baldwin Biography - Mattie J.T. Stepanek Biography <p>Holocaust Commission Resources:</p>	<p><i>Technology integration may include but is not limited to:</i></p> <ul style="list-style-type: none"> 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. <p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p>

6th Grade ELA Curricular Framework for Reading Units

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

Resources:

- Google Classroom, Google Docs, Google Slides
- Audio on poetryfoundation.org

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

6th Grade ELA Curricular Framework for Reading Units

stanza, metaphor, simile, hyperbole, onomatopoeia, imagery, sensory details, verse, speaker, structure

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p>	<ul style="list-style-type: none"> ● Higher level texts ● Alternative writing assignments ● Use of higher level vocabulary in written responses / writing assignments ● Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

- Listen to audio recordings instead of reading text
 - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
 - Work with fewer items per page and/or materials in a larger print size
 - Use a visual blocker
 - Use visual presentations of verbal material, such as word webs and visual organizers
 - Be given a written list of instructions/picture cues
- Response accommodations:**
- Give responses in a form (oral or written) that's easier for him/her
 - Dictate answers to a scribe
 - Capture responses on an audio recorder
 - Use a spelling dictionary or electronic spell-checker
 - Use a word processor to give responses in class
 - Provide sentence starters
- Setting accommodations:**
- Work or take a test in a different setting, such as a quiet room with few distractions
 - Sit where he/she learns best (for example, near the teacher)
 - Take a test in small group setting
- Timing accommodations:**
- Take more time to complete a task or a test
 - Have extra time to process oral information and directions
 - Take frequent breaks, such as after completing a task
- Assignment modifications:**

6th Grade ELA Curricular Framework for Reading Units

- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments
 Choice Boards
 Games and Tournaments
 Group Investigations
 Guided Reading
 Learning Contracts
 Leveled Rubrics
 Literature Circles
 Multiple Texts
 Personal Agendas

Independent Research & Projects
 Multiple Intelligence Options
 Project-Based Learning
 Varied Supplemental Activities
 Varied Journal Prompts or RAFT Writing
 Tiered Activities/Assignments
 Tiered Products
 Graphic Organizers
 Choice of Books/Activities
 Mini-Workshops to Reteach or Extend
 Think-Pair-Share by readiness or interest
 Use of Collaboration of Various Activities

Jigsaw
 Think-Tac-Toe
 Cubing Activities
 Exploration by Interest
 Flexible Grouping
 Goal-Setting with Students
 Homework Options
 Open-Ended Activities
 Use of Reading Buddies
 Varied Product Choices
 Stations/Centers
 Work Alone/Together

READING - Objectives

- I can read a poem the way I think the author intended by reading aloud with a partner and then discussing key points of the poem.
- I can interpret what is being said by paying close attention to and rereading the words a poet chooses.
- I can interpret the meaning of a poem by attending to the author's voice in the poem.
- I can identify the style of an author by reading several poems by the same author.
- I can better understand a poem by researching the author.
- I can compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the text by contrasting what I "see" and "hear" in each version.

6th Grade ELA Curricular Framework for Reading Units

- I can identify the author's intent by evaluating the use of literary devices.
- I can demonstrate my understanding of figurative language by determining the meaning of similes, metaphors, hyperboles, and personification.
- I can identify the characteristics I know about various styles of poetry by identifying the structure of the poem.
- I can examine the style of a poem by looking at how authors use punctuation.
- I can analyze the style of a poem / the author's intent by looking at how the author uses line breaks, spacing, and punctuation.
- I can understand a poet's intent by creating a picture in my mind from the words the poet uses.
- I can determine the central idea of a poem by rereading to synthesize small details from the text.
- I can determine the theme of a poem by rereading to interpret moments, conflicts, or character's actions.
- I can identify the speaker of the poem by evaluating the poet's word choice.
- I can identify the speaker's point of view and perspective by evaluating the poet's word choice.
- I can understand the difference between literal and figurative language by determining the meaning of specific words and phrases.
- I can analyze how a particular line or stanza is central to the meaning of the text by identifying how it helps to develop the poem.
- I can interpret the significance of the title by using details from the plot, setting, characters or conflict to explain how the title relates to or sends a message about the story.
- I can tackle a higher level text by demonstrating how I use my reading skills and strategies when I read analytically.
- I can compare texts in different genres by comparing the theme of a poem with the theme of one of our read alouds.
- I can understand a poem can be interpreted differently by discussing it with a partner or a group.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading

6th Grade ELA Curricular Framework for Reading Units

- Close Reading
READING Assessment Examples (TEACHERS ONLY)
- Poetry Quiz

UNIT 5	
Reading Unit: Nonfiction Book Clubs / Partnerships Text Types: Informational Unit Pacing: February	
READING, LANGUAGE, SPEAKING AND LISTENING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit	UNIT 5 GENERAL ASSESSMENTS
<ul style="list-style-type: none"> - <i>RI.6.1</i> <ul style="list-style-type: none"> - <i>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</i> - <i>Make personal connections, make connections to other texts, and/or make global connections when relevant</i> - <i>Gather evidence from the text to support inferences or explicit meaning</i> - <i>RI.6.5</i> <ul style="list-style-type: none"> - <i>Distinguish between different text structures</i> - <i>RI.6.8</i> <ul style="list-style-type: none"> - <i>Evaluate data, arguments, and claims in a text</i> - <i>Distinguish those supported by evidence from those which are not</i> 	<ul style="list-style-type: none"> - Reader's Notebook - Conferences - Running Records - Nonfiction Book Clubs / Partnerships Test

6th Grade ELA Curricular Framework for Reading Units

<ul style="list-style-type: none"> - RI.6.9 <ul style="list-style-type: none"> - Compare and contrast two authors' presentations of similar events - Make connections across different author's perspectives - <i>RI.6.10</i> <ul style="list-style-type: none"> - <i>Apply appropriate strategies in order to increase comprehension when encountering text</i> - <i>Make an increasing number of connections among ideas and between texts</i> - <i>SL.6.4</i> <ul style="list-style-type: none"> - <i>Present information using sound, detailed, and relevant evidence in a coherent manner</i> - <i>Use appropriate eye contact, adequate volume, and clear pronunciation</i> - <i>W.6.10</i> <ul style="list-style-type: none"> - <i>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</i> 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Tapping the Power of Nonfiction (UoS) - Text sets from the UoS on the following: atomic bombs, space exploration, climate change - Book club books - Anchor text / read aloud suggestion: <i>Fast Food Nation</i> - Anchor charts - Scholastic <i>Scope</i> magazines <p><i>Holocaust Commission Resources:</i></p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p>	<p><i>Technology integration may include but is not limited to:</i></p> <ul style="list-style-type: none"> 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

6th Grade ELA Curricular Framework for Reading Units

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

synthesize, compare, contrast, point of view

6th Grade ELA Curricular Framework for Reading Units

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through 	<ul style="list-style-type: none"> • Higher level texts • Alternative writing assignments • Use of higher level vocabulary in written responses / writing assignments • Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

pictures or videos, and relate to prior knowledge

- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Provide sentence starters

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:

- Complete fewer or different homework

6th Grade ELA Curricular Framework for Reading Units

	<p>problems than peers</p> <ul style="list-style-type: none"> • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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READING - Objectives

<ul style="list-style-type: none"> - I can identify a text's structure by looking for signal words. - I can recall what I know about reading nonfiction by drafting a list of strategies and skills for reading nonfiction. - I can begin researching something new by developing a plan and putting it into action. - I can problem solve in research by asking myself, "What are the biggest challenges that we face when researching online and how do we solve those challenges?" - I can critically analyze an author's point of view by reading and rereading, noting a few techniques the author has used to convey it. - I can evaluate when texts directly contradict one another by studying those texts closely to determine which is more trustworthy. - I can learn to investigate my own nonfiction reading history by looking back at my own reading past and answering reflection questions.

6th Grade ELA Curricular Framework for Reading Units

- I can find new nonfiction to read by sorting books and articles that I have read into types that I like.
- I can use reading strategies to read more purposefully by using one of the strategies from our list to dig deeper into my text.
- I can read with stamina by maintaining focus for the whole time when reading nonfiction.
- I can learn to synthesize a lot of information by pulling details from more than one text to explain my topic to a partner.
- I can compare / contrast two different nonfiction texts by asking: "What do I notice about how these authors teach us this topic?"
- I can analyze my nonfiction text for author's craft by describing what the specific techniques the author used.
- I can acknowledge that authors use both nonfiction and fiction writing techniques by identifying literary devices used by the author.
- I can compare / contrast how different authors write about the same subject by creating a chart that compares and contrasts the books.
- I can be an active listener during a read aloud by asking: "What new challenges and fascinations do harder nonfiction texts pose us?"
- I can grow and expand as a nonfiction read by swapping favorite books / texts.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)

- [Nonfiction Book Clubs / Partnerships Test](#)

6th Grade ELA Curricular Framework for Reading Units

UNIT 6

Reading Unit: Social Issues Book Clubs
Text Types: Literature and Informational
Unit Pacing: **March through mid-April**

READING, LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

UNIT 6 GENERAL ASSESSMENTS

- **RL.6.1**
 - *Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim*
 - *Use evidence from the text to make and check predictions when reading*
 - *Make personal connections, make connections to other texts, and / or make global connections when relevant*
 - *Gather evidence from the text to support inferences or explicit meaning*
 - *Read and analyze a variety of literary genres*
 - *Combine text information and prior knowledge (personal experience and / or previous reading) to create new information in the form of inferences*
 - *Refer to the text for support when analyzing and drawing inferences*
- **RL.6.2**
 - *Determine the theme*
 - *Explain the theme or central idea using key details from the text as evidence, including details from the beginning, middle, and end of the text*
 - *Summarize texts by evaluating key details in which the central idea or theme is located*

- Reader's Notebook entries (long and short)
- Conferences
- Running Records
- Book Club Discussions
- Social Issues Book Clubs Test

6th Grade ELA Curricular Framework for Reading Units

- *RL.6.3*
 - *Explain the parts of a plot; provide of summary of each part*
 - *Observe and analyze how story characters and plot interact and develop throughout a given text*
- *RL.6.5*
 - *Analyze why the author included a specific section (chapter, scene, or stanza, etc.) of the text*
 - *Analyze the impact a specific section (chapter, scene, or stanza) has on you, the reader*
- *RL.6.10*
 - *Apply appropriate strategies in order to increase comprehension when encountering a text*
 - *Make an increasing number of connections among ideas and between texts*
- *RI.6.1*
 - *Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim*
 - *Make personal connections, make connections to other texts, and / or make global connections when relevant*
 - *Gather evidence from the text to support inferences or explicit meaning*
 - *Combine text information and prior knowledge (personal experience and / or previous reading) to create new information in the form of inferences*
 - *Refer to the text for support when analyzing and drawing inferences*
- *RI.6.2*
 - *Determine the central idea*
 - *Summarize texts by evaluating key details in which the central idea is located*
- *RI.6.10*
 - *Apply appropriate strategies in order to increase comprehension when encountering a text*

6th Grade ELA Curricular Framework for Reading Units

<ul style="list-style-type: none"> - SL.6.1.A <ul style="list-style-type: none"> - Read required texts prior to discussions - Prepare for discussions - Participate in a variety of rich, structured conversations - SL.6.1.B <ul style="list-style-type: none"> - Define and identify rules for discussions, including group and individual roles - SL.6.1.C <ul style="list-style-type: none"> - Craft and respond to specific questions based on the topic or text, elaborating when necessary - SL.6.1.D <ul style="list-style-type: none"> - Reflect on and paraphrase what was discussed - SL.6.6 <ul style="list-style-type: none"> - Orally present information, using appropriate speech, in a variety of situations - W.6.10 <ul style="list-style-type: none"> - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Social Issues Book Clubs (UoS) - Anchor text(s) <i>*Teacher’s choice. Below are suggestions:</i> <ul style="list-style-type: none"> - <i>Amazing Grace</i> by Mary Hoffman, <i>Fly Away Home</i> by Eve Bunting, <i>The Other Side</i> by Jacqueline Woodson, or <i>Each Kindness</i> by Jacqueline Woodson - Read Aloud: <i>Harbor Me</i> by Jacqueline Woodson, or <i>Front Desk</i> by Kelly Yang - Anchor Charts - Book Club Books - Suggested articles on teen activists: <ul style="list-style-type: none"> - “TIME 2019 Person of the Year: Great Thunberg” (<i>TIME</i>), “This 16-Year-Old Is Taking the School Climate Strike to the U.S. Capitol” (Yes!), “How a transgender 	<p><i>Technology integration may include but is not limited to:</i></p> <ul style="list-style-type: none"> 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

6th Grade ELA Curricular Framework for Reading Units

teen became a nationally known activist” (*The Washington Post*), “Malala’s Mission” (*Junior Scholastic*), “I’m Saving My Community” (*Scholastic News*), “The Indigenous Teen Who Confronted Trudeau About Unsafe Water Took On the UN” (VICE)

- Every effort should be made to choose diverse texts for read alouds and book club books. See resources below:
 - [We Need Diverse Books Book List](#)
 - [ALA's Rainbow List](#)
 - [Disability in Kidlit](#)
 - [Social Justice Book Lists](#)

Holocaust Commission Resources:

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

6th Grade ELA Curricular Framework for Reading Units

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP12: Work productively in teams while using cultural global competence.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

social issue, point of view, perspective

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals</p>	<ul style="list-style-type: none"> • Higher level texts • Alternative writing assignments • Use of higher level vocabulary in written responses / writing assignments • Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Provide sentence starters

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

6th Grade ELA Curricular Framework for Reading Units

	<p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
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At Risk Learners / Differentiation Strategies

<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p>
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READING - Objectives

<ul style="list-style-type: none"> - I can identify a social issue by identifying a problem that involves groups of people and uneven power relationships. - I can differentiate between a social issue and personal obstacle by identifying and explaining an example of a social issue.

6th Grade ELA Curricular Framework for Reading Units

- I can think through social issues in real life by analyzing how characters deal with power issues.
- I can analyze characters by focusing on characters' relationships and the issues in those relationships.
- I can continue to analyze relationships between characters by expecting my initial ideas to change.
- I can prepare to have a successful book club by outlining expectations for members and completing a reading calendar.
- I can analyze relationships between characters by thinking about what's positive and negative.
- I can analyze how and why power dynamics between characters affect their relationships by asking: "Who has more power in this relationship? Who has less? How does this power difference cause trouble in the relationship?"
- I can think deeper about characters and their relationships by analyzing the reasons why the character traits collide.
- I can prepare for my book club discussion by discussing what a book club should look like.
- I can prepare to analyze group-related issues by brainstorming a list of social groups.
- I can analyze characters' issues by considering ways group-related issues affect characters and stories.
- I can analyze issues that a group of people encounter by asking: "How might this issue be connected to a power imbalance in between this group and another group" and to think: "What are the effects of this power imbalance?"
- I can describe how characters respond or change by closely reading for how characters react to short term and long term problems.
- I can analyze more than the narrator's perspective by closely reading descriptions of other characters' reactions.
- I can continue to analyze my book club book by thinking about the less likeable / less admirable characters.
- I can analyze critical scenes which have obvious social issues by using a variety of sentence starters.
- I can continue to analyze group-related issues by considering how common themes fit or don't fit.
- I can analyze characters by considering the challenges that characters face because of the groups they are in and the unique ways that characters respond to those challenges.
- I can analyze messages by considering whether they have positive or negative connotations.
- I can continue to analyze group-related issues by asking: "When is this text reinforcing common assumptions about a group, and when is it challenging them?"
- I can analyze my book club book by thinking about what I bring to the book I'm reading.
- I can analyze my own opinion on the social issues in my book by deciding whether or not my opinion has changed.
- I can have a focused, grounded discussion of my book by using focused questions as I discuss the text.
- I can better understand a social issue by researching informational texts to learn more about the issue.
- I can demonstrate what I learned from my research by discussing how the informational texts supplemented the fictional story.
- I can have an extended discussion about a social issue by including informational texts in my discussion of my book club book.
- I can reflect on the social issues I've been reading about by asking: "Why don't people do more to stop power imbalances or intolerant acts? How can people help to make these issues less painful, less persistent for groups and individuals?"

6th Grade ELA Curricular Framework for Reading Units

- I can reflect on my own ability to effect change by researching teen activists.

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)

- [Social Issues Book Clubs Test](#)

UNIT 7

Reading Unit: Fantasy Book Clubs
Text Types: Literature
Unit Pacing: **Mid-April through mid-June**

READING, LANGUAGE, SPEAKING AND LISTENING
Critical Knowledge and Skills
****Italicized* - spiraling skills throughout units**

UNIT 7 GENERAL ASSESSMENTS

6th Grade ELA Curricular Framework for Reading Units

*Bold - Focus skills of this unit	
<ul style="list-style-type: none"> - <i>RL.6.1</i> <ul style="list-style-type: none"> - <i>Refer to the text for support when analyzing and drawing inferences</i> - <i>RL.6.2</i> <ul style="list-style-type: none"> - <i>Determine the theme or central message</i> - <i>Explain the theme or central message using key details from the text as evidence, including details from the beginning, middle, and end of the text</i> - <i>Evaluate recurring ideas and changes in the characters and plot over the course of the text</i> - <i>RL.6.4</i> <ul style="list-style-type: none"> - <i>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text</i> - <i>RL.6.5</i> <ul style="list-style-type: none"> - <i>Observe how the individual components of the text add to the development of the theme, setting, and plot</i> - <i>RL.6.6</i> <ul style="list-style-type: none"> - <i>Reflect upon certain scenes or portions within a text and imagine how their content/style would change if the narrator's or speaker's point-of-view shifted to an alternate point-of-view, including the effect of these changes on the reader</i> - <i>RL.6.10</i> <ul style="list-style-type: none"> - <i>Apply appropriate strategies in order to increase comprehension when encountering text</i> - <i>L.6.4.A</i> <ul style="list-style-type: none"> - <i>Use a combination of context clues, structural clues, and the word's position in the sentence to determine the meaning of an unknown word or phrase</i> - L.6.4.B <ul style="list-style-type: none"> - Determine the meaning of commonly used prefixes and suffixes - Separate a base word from the prefix or suffix 	<ul style="list-style-type: none"> - Reading Notebook - Conferences - Book Club Discussions - Running Records - Fantasy Book Clubs Test

6th Grade ELA Curricular Framework for Reading Units

<ul style="list-style-type: none"> - Use the definition of known prefixes and suffixes to define new words - Use known root words to aid in defining unknown words - L.6.4.C <ul style="list-style-type: none"> - Use dictionaries, glossaries, and / or thesauruses to determine the actual meaning of a word or its part of speech - L.6.4.D <ul style="list-style-type: none"> - Use reference materials to check the inferred meanings of words - SL.6.1.A <ul style="list-style-type: none"> - Read required texts prior to discussions - Prepare for discussions - Participate in a variety of rich, structured conversations - SL.6.1.B <ul style="list-style-type: none"> - Define and identify rules for discussions, including group and individual roles - SL.6.1.C <ul style="list-style-type: none"> - Craft and respond to specific questions based on the topic or text, elaborating when necessary - SL.6.1.D <ul style="list-style-type: none"> - Reflect on and paraphrase what was discussed - W.6.10 <ul style="list-style-type: none"> - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Anchor Charts - Read alouds(s) *Teacher's choice. Below are suggestions: <ul style="list-style-type: none"> - <i>The Paper Bag Princess</i> by Robert Munsch, <i>Prince & Knight</i> by Daniel Haack 	<p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>

6th Grade ELA Curricular Framework for Reading Units

- *Serafina and the Black Cloak*, *Aru Shah and the End of Time*, or *The Serpent's Secret* OR
- "Family Monster" by Pamela F. Service and other fantasy short stories
- Fantasy movie video clips
- Book Club Books
- Every effort should be made to choose diverse texts for read alouds and book club books. See resources below:
 - [We Need Diverse Books Book List](#)
 - [ALA's Rainbow List](#)
 - [Disability in Kidlit](#)
 - [Social Justice Book Lists](#)

Holocaust Commission Resources:

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

6th Grade ELA Curricular Framework for Reading Units

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP12: Work productively in teams while using cultural global competence.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

fantasy, mood, theme, point of view, archetype, symbol, hero, quest

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special</p>	<ul style="list-style-type: none"> • Higher level texts • Alternative writing assignments • Use of higher level vocabulary in written responses / writing assignments • Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic

6th Grade ELA Curricular Framework for Reading Units

	<p>spell-checker</p> <ul style="list-style-type: none">● Use a word processor to give responses in class● Provide sentence starters <p>Setting accommodations:</p> <ul style="list-style-type: none">● Work or take a test in a different setting, such as a quiet room with few distractions● Sit where he/she learns best (for example, near the teacher)● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">● Take more time to complete a task or a test● Have extra time to process oral information and directions● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none">● Complete fewer or different homework problems than peers● Shorten assignment● Answer fewer or different test questions● Create alternate projects or assignments	
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At Risk Learners / Differentiation Strategies

6th Grade ELA Curricular Framework for Reading Units

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Objectives

- I can closely read the beginning of a fantasy book by asking: "What kind of world is this?"
- I can analyze the setting by looking for information about the world the characters in my book live in.
- I can analyze the mood by asking myself how the author develops the setting.
- I can analyze a fantasy story by paying attention to who has power and noting the visible signs of power in its different forms.
- I can analyze a fantasy story by paying attention to scenes when the main characters are told important information or have a unfamiliar experience.
- I can determine the meaning of challenging vocabulary by consider the significance of word families and becomes familiar with Latin roots.
- I can analyze a character by asking: "How does this character respond to trouble?"
- I can analyze the story's theme by asking: "What lessons can we learn from how the characters respond to trouble?"
- I can analyze how the author develops themes across a story by connecting scenes.
- I can analyze the theme of a fantasy story by thinking about how the theme of good vs. evil plays out.
- I can analyze a character's internal conflict by paying attention to small details that demonstrate a character is haunted by his or her past, or by character flaws.
- I can analyze the point of view by asking how the story would change if told from another point of view.
- I can track the multiple plotlines in my book by using a chart, timeline, or other graphic organizer.
- I can be aware of the tradition structure of a fantasy text by looking for a quest.
- I can analyze traditional fantasy text structure by noticing external and internal quests.

6th Grade ELA Curricular Framework for Reading Units

- I can analyze archetypes in fantasy by comparing and contrasting characters across novels.
- I can compare fantasy stories with similar themes by asking: "What choices has each author made to develop these differently?"
- I can read with a critical lense for stereotypes and gender norms by considering characters' actions and appearances.
- I can prepare to read other genres by asking: "How can I bring what I've learned from studying fantasy to other genres?"

READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)

- [Fantasy Book Clubs Test](#)

6th Grade ELA Curricular Framework for Reading Units

UNIT 8	
Reading Unit: Maintaining an Independent Reading Life Text Types: Literature Unit Pacing: Mid June	
READING, LANGUAGE, SPEAKING AND LISTENING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit	UNIT 8 GENERAL ASSESSMENTS
<ul style="list-style-type: none"> - <i>RL.6.10</i> <ul style="list-style-type: none"> - <i>Apply appropriate strategies in order to increase comprehension when encountering text</i> - <i>W.6.10</i> <ul style="list-style-type: none"> - <i>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</i> 	<ul style="list-style-type: none"> - Reader's Notebook - Conferences - Running Records
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Teachers College Reading and Writing Project's "Maintaining an Independent Reading Life" - Anchor Charts - Every effort should be made to share, promote, and book talk diverse texts. See resources below: <ul style="list-style-type: none"> - We Need Diverse Books Book List - ALA's Rainbow List - Disability in Kidlit - Social Justice Book Lists <p>Holocaust Commission Resources:</p>	<p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>

6th Grade ELA Curricular Framework for Reading Units

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP11: Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

KEY VOCABULARY

6th Grade ELA Curricular Framework for Reading Units

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p><u>Response to Intervention:</u> Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text 	<ul style="list-style-type: none"> • Higher level texts • Alternative writing assignments • Use of higher level vocabulary in written responses / writing assignments • Use advanced learners as student helpers to review specific skills with peers

6th Grade ELA Curricular Framework for Reading Units

- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Provide sentence starters

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:

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- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments
 Choice Boards
 Games and Tournaments
 Group Investigations
 Guided Reading
 Learning Contracts
 Leveled Rubrics
 Literature Circles
 Multiple Texts
 Personal Agendas

Independent Research & Projects
 Multiple Intelligence Options
 Project-Based Learning
 Varied Supplemental Activities
 Varied Journal Prompts or RAFT Writing
 Tiered Activities/Assignments
 Tiered Products
 Graphic Organizers
 Choice of Books/Activities
 Mini-Workshops to Reteach or Extend
 Think-Pair-Share by readiness or interest
 Use of Collaboration of Various Activities

Jigsaw
 Think-Tac-Toe
 Cubing Activities
 Exploration by Interest
 Flexible Grouping
 Goal-Setting with Students
 Homework Options
 Open-Ended Activities
 Use of Reading Buddies
 Varied Product Choices
 Stations/Centers
 Work Alone/Together

READING - Objectives

- I can build habits of a strong reader by developing clear routines and habits.
- Avid readers make sure they can read the books they find fascinating by finding creative ways to get those books.
- Avid readers enhance their reading lives by making it a part of their lives with their friends.
- Avid readers enhance their reading lives by sharing and celebrating reading plans with other readers.
- I can actively read by asking questions or making predictions.
- I can create a To Be Read List by reflecting on the books I enjoyed reading.

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READING - Instructional Best Practices

- Classroom Library/meeting area
- Book Talks
- Whole Class Read Aloud
- Reading Workshop
 - Connection, Teach, Active Engagement, Link
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
- Shared Reading
- Guided Reading
- Close Reading

READING Assessment Examples (TEACHERS ONLY)