

6th Grade ELA Curricular Framework for Writing Units

UNIT 1

Writing Unit: Personal Narrative
 Text Types: Literary
 Writing Genres: Narrative Writing
 Unit Pacing: **September-October**

WRITING

Critical Knowledge & Skills

**Italicized* - spiraling skills throughout units

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

- **W.6.3.A**
 - Engage and orient the reader by establishing a context
 - Engage the reader with a story hook
 - Introduce a narrator and/or characters
 - **Organize an event sequence that unfolds naturally and logically**
 - Clearly convey a conflict
- **W.6.3.B**
 - Use narrative techniques effectively to develop experiences, events, and/or characters
- **W.6.3.C**
 - Transition from one idea to the next by using appropriate words and phrases
- **W.6.3.D**
 - Use figurative language to aid in description
 - Describe ideas by using sensory and specific language
- **W.6.3.E**
 - Write a conclusion that brings the story events to a meaningful close

LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge & Skills

**Italicized* - spiraling skills throughout units

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

- **L.6.1.A**
 - Ensure that pronouns are in the proper case (subjective, objective, possessive)
- **L.6.1.B**
 - Use intensive pronouns (e.g., myself, ourselves)
- *L.6.1.E*
 - *Revise grammatical errors in writing*
 - *Perform peer reviews of writing to identify and correct grammatical errors*
 - *Identify and use strategies to revise writing*
- *L.6.2.B*
 - *Apply common rules and patterns to spell words correctly*
- *L.6.3.A*
 - *Incorporate various sentence patterns to create style and voice*
- *L.6.3.B*
 - *Use a consistent style and tone when writing or speaking*
- *L.6.4.A*
 - *Use a word's position in a sentence as a clue to the meaning of a word*

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<ul style="list-style-type: none"> - Clearly convey a conflict and a resolution to the conflict - W.6.4 <ul style="list-style-type: none"> - <i>Write for a specific purpose and audience</i> - W.6.5 <ul style="list-style-type: none"> - <i>Revise and edit intentionally to improve writing</i> - <i>Generate ideas to develop topic</i> - <i>Revise writing with a partner or self-editing checklist</i> - <i>Distinguish between editing and revising</i> - W.6.6 <ul style="list-style-type: none"> - <i>Use technological resources to enhance writing</i> - <i>Give and receive feedback using technology</i> - <i>Seek out authentic publishing opportunities</i> - <i>Use tools including blogs and wikis, to develop writing and communicate with students in their classes</i> - <i>Use keyboarding skills to make typing more efficient</i> - W.6.10 <ul style="list-style-type: none"> - <i>Reflect on and be able to explain purposeful decisions made while writing</i> - <i>Respond to a wide-variety of topics for an array of purposes and audiences</i> - <i>Produce written reflections</i> 	<ul style="list-style-type: none"> - L.6.4.C <ul style="list-style-type: none"> - <i>Use dictionaries, glossaries, and / or thesauruses to determine the actual meaning of a word or its part of speech</i> - L.6.4.D <ul style="list-style-type: none"> - <i>Use reference materials to check the inferred meaning of words</i> - L.6.5.A <ul style="list-style-type: none"> - <i>Define and identify figures of speech and determine the meaning of and purpose of figures of speech in context</i> - L.6.5.B <ul style="list-style-type: none"> - <i>Discern the difference in meaning between closely related words</i> - L.6.6 <ul style="list-style-type: none"> - <i>Understand and apply conversational, academic, and domain specific vocabulary</i> - <i>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</i> - <i>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</i>
UNIT 1 GENERAL ASSESSMENTS	
<ul style="list-style-type: none"> - On Demand - Conferences - Vocabulary Quizzes - Personal Narrative - Narrative Writing Test 	
RESOURCES	TECHNOLOGY INTEGRATION

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- Personal Narrative (UoS)
- Anchor charts
- Mentor text(s) *Teacher's choice. Below are suggestions:
 - "Where I'm From" by George Ella Lyon
 - "The Climb"
 - "The Catfish"
 - "Hard Work Beats Talent"
 - Excerpts from novels
- Narrative Writing Checklist

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](#)

Technology integration may include but is not limited to:

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.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides
- NoRedInk.com
- Flocabulary.com
- *Additional technology to be determined during the Curriculum Development Periods in the 2018-2019 school year.*

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

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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:

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP6: Demonstrate creativity and innovation.

CRP9: Model integrity, ethical leadership and effective management.

CRP11: Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods

KEY VOCABULARY

exposition, conflict, rising action, climax, falling action, denouement / resolution, setting, mood, internal thoughts / inner thinking, character trait, motif, sensory details, point of view, and vocabulary units composed of grade level terms

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</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>Response to Intervention:</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

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<p>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 	<p>Reteach to Build Understanding, Additional Vocabulary Support</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"> ● 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 <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a 	<p>Potential Accommodations for Advanced Learners</p> <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>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 	
<p>At Risk Learners / Differentiation Strategies</p>		
<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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WRITING - Objectives

- I can prepare to write a personal narrative by imagining the strategies a writer probably used so I can try those strategies myself.
- I can prepare to write a personal narrative by writing my own “Where I’m From” poem.
- I can prepare to write a personal narrative by mapping Small Moment story ideas.
- I can prepare to write a personal narrative by jotting moments that have really mattered, especially first or last times.
- I can prepare to write a personal narrative by completing a graphic organizer that outlines my plot.
- I can draft a clear, engaging personal narrative by maintaining a consistent POV.
- I can draft an engaging personal narrative by making calculated decisions about the details I include.
- I can learn from a mentor text by noticing precisely what the author has done that I can try.
- I can draft a personal narrative that grabs by reader’s attention by adding a strong lead.
- I can rehearse for writing by trying out several different leads.
- I can demonstrate my understanding of a strong narrative by writing a flash draft.
- I can draft an engaging personal narrative by telling the external and internal story.
- I can draft an engaging personal narrative by elaborating on important scenes and adding new ones from the past.
- I can revise my story to actively involve readers by adding sensory details to my story.
- I can make my narrative clear and suspenseful for readers by breaking text up into paragraphs.
- I can develop characters in my personal narrative by adding thoughts, actions, and dialogue.
- I can revise my narrative to clearly reflect spoken words by including the correct punctuation and paragraphs.
- I can revise my personal narrative to show a clear sequence of events by adding transition words.
- I can engage the reader by slowing down and stretching out the problem in my personal narrative.
- I can strengthen my descriptions by using figurative language.
- I can draft a meaningful personal narrative by revising my ending to reflect what my narrative is really about.
- I can clearly express my ideas by revising run-on sentences.
- I can reflect on my revisions by using a Narrative Writing Checklist.
- I can take charge of my writing process by reflecting on what I’ve learned and making a work plan.
- I can celebrate my classmates’ writing by leaving a short note for the author.

WRITING - Instructional Best Practices

- Writing Workshop
 - Whole group mini-lesson

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- Conferences
- Mid-workshop teaching
- Small group instruction
- Share
- Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Objectives

- I can draft definitions for new vocabulary terms by using context clues.
- I can verify my context clue definitions by consulting an online dictionary.
- I can identify figurative language by reviewing definitions and examples of a simile, metaphor, onomatopoeia, and hyperbole.
- I can apply my knowledge of my vocabulary words by revising sentences to use the correct word.
- I can apply my understanding of my vocabulary terms by matching terms with synonyms / antonyms.
- I can apply my understanding of my vocabulary terms by writing a paragraph using five terms with context clues.
- I can apply my understanding of my vocabulary terms by sorting the terms into categories.
- I can ensure that pronouns are in the proper case by differentiating between subjective, objective, and possessive pronouns.
- I can use pronouns correctly by applying the appropriate use of intensive pronouns.
- I can spell correctly by applying common rules and patterns.
- I can develop meaning in my writing by varying sentence patterns.
- I can recognize variations from standard English in my own writing and the writing of others by revising grammatical errors and performing peer reviews of writing.
- I can maintain consistently in style and tone by using the correct narrator point of view.

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within students' writing

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- Individual / small group language lessons when needed
- Practice using online tools including NoRedInk
- Model with mentor texts
- Word Wall

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 2

Writing Unit: Research-Based Information Writing (Social Justice Issue Essay)
 Text Types: Informational
 Writing Genres: Informative Writing
 Unit Pacing: **November- January**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

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

- **W.6.2.A**
 - Introduce a topic
 - Compose a well-developed thesis statement
- **W.6.2.B**
 - **Add relevant facts, definitions, concrete details, quotations, or other information and examples to develop the topic**
 - **Cite information correctly by following the proper format**

LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

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

- **L.6.1.C**
 - **Recognize and correct inappropriate shifts in pronoun number and person**
- *L.6.1.E*
 - *Revise grammatical errors in writing*
 - *Identify and use strategies to revise writing*
- *L.6.2.B*
 - *Apply common rules and patterns to spell words correctly*

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- **W.6.2.C**
 - **Transition between ideas and concepts using appropriate words and phrases**
- **W.6.2.D**
 - **Select specific vocabulary to inform about or explain the topic**
- **W.6.2.E**
 - **Establish and maintain a formal/academic style, approach, and form.**
- **W.6.2.F**
 - **Write a conclusion to bring all ideas to a close**
- *W.6.4*
 - *Write for a specific purpose and audience*
- *W.6.5*
 - *Revise and edit intentionally to improve writing*
 - *Generate ideas to develop topic*
 - *Revise writing with a partner or self-editing checklists*
 - *Distinguish between editing and revising*
- *W.6.6*
 - *Use technological resources to enhance writing*
 - *Give and receive feedback using technology*
 - *Seek out authentic publishing opportunities*
 - *Type a minimum of three pages in a single sitting*
 - *Use keyboarding skills to make typing more efficient*
 - *Type three pages in an appropriate amount of time*
- **W.6.7**
 - **Explore inquiry topics through short research projects**
 - **Research and synthesize information from several sources**
- **W.6.8**
 - **Select direct and indirect quotations that relate to the topic as evidence**
 - **Avoid plagiarism in writing**
- *W.6.9*
- *L.6.3.B*
 - *Use a consistent style and tone when writing or speaking*
- *L.6.4.A*
 - *Use a word's position in a sentence as a clue to the meaning of a word*
- *L.6.4.C*
 - *Use dictionaries, glossaries, and / or thesauruses to determine the actual meaning of a word or its part of speech*
- *L.6.4.D*
 - *Use reference materials to check the inferred meanings of words*
- *L.6.5.B*
 - *Discern the difference in meaning between closely related words*
- *L.6.5.C*
 - *Define the term connotation*
 - *Discern the difference in meaning between closely related words*
- *L.6.6*
 - *Understand and apply conversational, academic, and domain specific vocabulary*
 - *Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level*
 - *Acquire and use accurately grade appropriate general academic and domain specific words and phrases*
- **SL.6.2**
 - **Compare the reading of a speech to watching a video of a speech**
- *SL.6.5*
 - *Incorporate multimedia and visual displays into presentations to add clarity to their content*

6th Grade ELA Curricular Framework for Writing Units

<ul style="list-style-type: none"> - <i>Select direct and indirect quotations that relate to the topic as evidence</i> - <i>Cite in-text direct and indirect quotations appropriately</i> - <i>Explain quotations used as support to enhance meaning</i> - <i>Use and maintain a formal style in writing</i> - W.6.10 <ul style="list-style-type: none"> - <i>Reflect on and be able to explain purposeful decisions made while writing</i> - <i>Respond to a wide-variety of topics for an array of purposes and audiences</i> - <i>Produce written reflections</i> 	
UNIT 2 GENERAL ASSESSMENTS	
<ul style="list-style-type: none"> - On Demand - Conferences - Running Records - Vocabulary Quizzes - Social Justice Essay - Research Simulation Task (RST) Test 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Research-Based Information Writing (UoS) - Resources suggested in UoS - Suggested Text sets: <ul style="list-style-type: none"> - Child labor text set: “Why Are Your Clothes So Cheap?,” “The Triangle Factory Fire,” “Consider the Children,” “Why are Teens Working in Tobacco Fields?” - 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),” 	<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.

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“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*
- Information Writing Checklist

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.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
- NoRedInk.com
- Flocabulary.com
- *Additional technology to be determined during the Curriculum Development Periods in the 2018-2019 school year.*

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.

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- 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

thesis statement; cite evidence; formal / academic style; credibility / reliability, text structure; table of contents; evidence, facts, statistics; transitional words and phrases; complex sentences; and vocabulary units composed of grade level terms

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 	<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</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</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> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research

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<ul style="list-style-type: none"> ● 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>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 <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 	<ul style="list-style-type: none"> ● Authentic problem-solving ● Homogeneous grouping opportunities <hr/> <p style="text-align: center;">Students with 504 Plans</p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
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	<ul style="list-style-type: none"> • 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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WRITING - Objectives

<ul style="list-style-type: none"> - I can study a topic as a research writer by taking in the information and responding to the information as well. - I can develop a big picture view of a topic by reading and analyzing a wide variety of sources. - I can become an expert on a topic by analyzing each new piece of information to determine how it fits into the topic as a whole. - I can write quickly and efficiently by relying on a structure for my essay. - I can determine a path for research on a specific topic by asking myself, "What about this topic is important?"

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- I can construct an image of the text that I will write by envisioning its structure to create a working plan.
- I can construct a well-written informational text by using quotations, facts, and numbers.
- I can connect ideas together by using transitional words and phrases.
- I can gather specific information and create meaning by using power-learning and note-taking strategies.
- I can write long by including details that bring a text to life, including anecdotes, stories, images, examples, statistics, and facts.
- I can lift the level of my sentence complexity by rewriting my own sentences to resemble mentor sentences.
- I can incorporate text features into my own writing by studying mentor texts and examining their text features.
- I can create a powerful first draft by rehearsing, drafting, and revising in my mind before writing.
- I can prepare to write a final draft by using purposefully selected quotations and evidence from my research.
- I can prepare for a new writing project by studying mentor texts to get a vision of the whole kind of writing.
- I can create a blueprint for my own work by looking at the smaller things an author has done with their own format.
- I can reflect on my writing by using a Writing Checklist.
- I can present my work digitally by asking myself, "Out of all that I know, what's the most important to share right here, right now?"
- I can build my presentation by making important decisions about design elements that will help teach my readers.

WRITING - Instructional Best Practices

- Writing Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share / Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Objectives

- I can draft definitions for new vocabulary terms by using context clues.

6th Grade ELA Curricular Framework for Writing Units

- I can verify my context clue definitions by consulting an online dictionary.
- I can identify figurative language by reviewing definitions and examples of a simile, metaphor, onomatopoeia, and hyperbole.
- I can apply my knowledge of my vocabulary words by revising sentences to use the correct word.
- I can apply my understanding of my vocabulary terms by matching terms with synonyms / antonyms.
- I can apply my understanding of my vocabulary terms by writing a paragraph using five terms with context clues.
- I can apply my understanding of my vocabulary terms by sorting the terms into categories.
- I can correct inappropriate shifts in pronoun by identifying the correct number and person.
- I can recognize variations from standard English in my own writing and the writing of others by revising grammatical errors and performing peer reviews of writing.
- I can spell correctly by applying common rules and patterns.
- I can maintain consistency in style and tone by using third person point of view.
- I can verify the correct definition, pronunciation, and part of speech for a word by consulting appropriate reference materials.
- I can identify a word's connotation by differentiating between words with positive and negative associations.
- I can demonstrate independence by gathering vocabulary knowledge when encountering an unknown term important to comprehension.
- I can compare reading a speech with viewing a speech by identifying similarities between the two experiences.

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within students' writing
- Individual / small group language lessons when needed
- Practice using online tools including NoRedInk
- Model with mentor texts
- Word Wall

LANGUAGE Assessment Examples (TEACHERS ONLY)

6th Grade ELA Curricular Framework for Writing Units

UNIT 3

Writing Focus: Introduction to Argument Writing

Text Types: Nonfiction

Writing Genres: Argumentative

Unit Pacing: **March**

WRITING

Critical Knowledge & Skills

**Italicized* - spiraling skills throughout units

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

- **W.6.1.A**
 - Introduce claim(s)
 - Write a clear thesis statement
 - Write arguments to support claims
- **W.6.1.B**
 - Organize the reasons and evidence logically
 - Support claim(s) with logical reasoning and evidence
 - Use accurate, credible sources to support claims
 - Demonstrate an understanding of the topic or text
- **W.6.1.C**
 - Use transitional words and phrases
- **W.6.1.D**
 - Use a consistent formal or academic style, approach, and form
- **W.6.1.E**
 - Write a conclusion to bring the writing to a close
- *W.6.4*
 - Identify defining characteristics of different genres of writing
 - Unpack a writing prompt
 - Write for a specific purpose and audience

LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge & Skills

**Italicized* - spiraling skills throughout units

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

- **L.6.1.D**
 - Recognize and correct vague pronouns
- *L.6.1.E*
 - Revise grammatical errors in writing
 - Perform peer reviews of writing to identify and correct grammatical errors
 - Identify and use strategies to revise writing
- **L.6.2.A**
 - Define and identify nonrestrictive/parenthetical elements in writing
 - Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements
- *L.6.2.B*
 - Apply common rules and patterns to spell words correctly
- *L.6.3.B*
 - Use a consistent style and tone when writing or speaking
- *L.6.4.A*
 - Use a word's position in a sentence as a clue to the meaning of a word
- *L.6.4.C*
 - Use dictionaries, glossaries, and / or thesauruses to

6th Grade ELA Curricular Framework for Writing Units

<ul style="list-style-type: none"> - <i>Select an appropriate text structure or format for the task</i> - <i>Use language that is precise and powerful to create voice</i> - <i>Create a tone that is appropriate for one’s audience</i> - W.6.5 <ul style="list-style-type: none"> - <i>Revise and edit intentionally to improve writing</i> - <i>Generate ideas to develop topic</i> - <i>Revise writing with a partner or self-editing checklist</i> - <i>Distinguish between editing and revising</i> - W.6.6 <ul style="list-style-type: none"> - <i>Use technological resources to enhance writing</i> - <i>Give and receive feedback using technology</i> - <i>Seek out authentic publishing opportunities</i> - <i>Use tools including blogs and wikis, to develop writing and communicate with students in their classes</i> - <i>Use keyboarding skills to make typing more efficient</i> - <i>Type three pages in an appropriate amount of time</i> - W.6.9 <ul style="list-style-type: none"> - <i>Write a clear thesis statement</i> - <i>Identify evidence that supports claims in literary analysis</i> - <i>Incorporate evidence into written pieces, using introductory phrases and transitions</i> - <i>Apply a specific organizational strategy to a compare-contrast essay</i> - W.6.10 <ul style="list-style-type: none"> - <i>Reflect on and be able to explain purposeful decisions made while writing</i> - <i>Respond to a wide-variety of topics for an array of purposes and audiences</i> - <i>Produce written reflections</i> 	<ul style="list-style-type: none"> - <i>determine the actual meaning of a word or its part of speech</i> - L.6.4.D <ul style="list-style-type: none"> - <i>Use reference materials to check the inferred meanings of words</i> - L.6.5.B <ul style="list-style-type: none"> - <i>Discern the difference in meaning between closely related words</i> - L.6.6 <ul style="list-style-type: none"> - <i>Understand and apply conversational, academic, and domain specific vocabulary</i> - <i>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</i> - <i>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</i> - SL.6.3 <ul style="list-style-type: none"> - <i>Determine the speaker’s argument and claims</i>
<p>UNIT 3 GENERAL ASSESSMENTS</p>	
<ul style="list-style-type: none"> - On Demand 	

6th Grade ELA Curricular Framework for Writing Units

<ul style="list-style-type: none"> - Conferences - Vocabulary Quizzes - Argument Body Paragraph 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - Text sets from the UoS on the following: atomic bombs, space exploration, climate change <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 - NoRedInk.com - Flocabulary.com - <i>Additional technology to be determined during the Curriculum Development Periods in the 2018-2019 school year.</i>

6th Grade ELA Curricular Framework for Writing Units

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

- I can prepare to write a strong argument by taking notes on my topic as I research.
- I can draft a strong claim by briefly and clearly stating what I will argue followed by my reasons.
- I can prepare to write a strong argument by identifying text evidence to support my claim.
- I can draft a body paragraph by combining my topic sentence and text evidence.
- I can write a strong body paragraph by elaborating on the significance of my text evidence.
- I can wrap up my body paragraph by including a concluding sentence.
- I can connect my ideas by using transition words.
- I can reflect on my writing by using a Writing Checklist.

WRITING - Instructional Best Practices

6th Grade ELA Curricular Framework for Writing Units

- Writing Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
 - Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Objectives

- I can draft definitions for new vocabulary terms by using context clues.
- I can verify my context clue definitions by consulting an online dictionary.
- I can identify figurative language by reviewing definitions and examples of a simile, metaphor, onomatopoeia, and hyperbole.
- I can apply my knowledge of my vocabulary words by revising sentences to use the correct word.
- I can apply my understanding of my vocabulary terms by matching terms with synonyms / antonyms.
- I can apply my understanding of my vocabulary terms by writing a paragraph using five terms with context clues.
- I can apply my understanding of my vocabulary terms by sorting the terms into categories.
- I can verify the definition, pronunciation, and part of speech of a word by consulting the appropriate reference materials.
- I can demonstrate independence by gathering vocabulary knowledge when encountering an unknown term important to comprehension.
- I can identify vague pronouns by differentiating between a clear and unclear antecedent.
- I can recognize variations from standard English in my own writing and the writing of others by revising grammatical errors and performing peer reviews of writing.
- I can set off nonrestrictive and parenthetical elements by using commas, parentheses, and dashes appropriately.
- I can spell correctly by applying common rules and patterns.
- I can maintain consistency in style and tone by utilizing the third person point of view.

LANGUAGE - Instructional Best Practices

6th Grade ELA Curricular Framework for Writing Units

- Identify weaknesses and strengths within students' writing
- Individual / small group language lessons when needed
- Practice using online tools including NoRedInk
- Model with mentor texts
- Word Wall

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 4

Writing Focus: Literary Analysis (Character / Theme, Theme Compare-and-Contrast)
 Text Types: Literary
 Writing Genres: Argumentative
 Unit Pacing: **End of March-April**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

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

- **W.6.1.A**
 - Introduce claim(s)
 - **Write a clear thesis statement**
 - **Write arguments to support claims**
- **W.6.1.B**
 - **Organize the reasons and evidence logically**
 - **Support claim(s) with logical reasoning and evidence**
 - **Use accurate, credible sources to support claims**
 - **Demonstrate an understanding of the topic or text**

LANGUAGE, SPEAKING AND LISTENING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

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

- **L.6.1.D**
 - **Recognize and correct vague pronouns**
- *L.6.1.E*
 - *Revise grammatical errors in writing*
 - *Perform peer reviews of writing to identify and correct grammatical errors*
 - *Identify and use strategies to revise writing*
- **L.6.2.A**
 - **Define and identify nonrestrictive/parenthetical elements in writing**

6th Grade ELA Curricular Framework for Writing Units

- **W.6.1.C**
 - Use transitional words and phrases
- **W.6.1.D**
 - Use a consistent formal or academic style, approach, and form
- **W.6.1.E**
 - Write a conclusion to bring the writing to a close
- **W.6.4**
 - Identify defining characteristics of different genres of writing
 - Unpack a writing prompt
 - Write for a specific purpose and audience
 - Select an appropriate text structure or format for the task
 - Use language that is precise and powerful to create voice
 - Create a tone that is appropriate for one's audience
- **W.6.5**
 - Revise and edit intentionally to improve writing
 - Generate ideas to develop topic
 - Revise writing with a partner or self-editing checklist
 - Distinguish between editing and revising
- **W.6.6**
 - Use technological resources to enhance writing
 - Give and receive feedback using technology
 - Seek out authentic publishing opportunities
 - Use tools including blogs and wikis, to develop writing and communicate with students in their classes
 - Use keyboarding skills to make typing more efficient
 - Type three pages in an appropriate amount of time
- **W.6.9**
 - Write a clear thesis statement
 - Identify evidence that supports claims in literary analysis
 - Incorporate evidence into written pieces, using introductory phrases and transitions
- **Determine the appropriate punctuation to set off nonrestrictive/parenthetical elements**
- **L.6.2.B**
 - Apply common rules and patterns to spell words correctly
- **L.6.3.B**
 - Use a consistent style and tone when writing or speaking
- **L.6.4.A**
 - Use a word's position in a sentence as a clue to the meaning of a word
- **L.6.4.C**
 - Use dictionaries, glossaries, and / or thesauruses to determine the actual meaning of a word or its part of speech
- **L.6.4.D**
 - Use reference materials to check the inferred meanings of words
- **L.6.5.B**
 - Discern the difference in meaning between closely related words
- **L.6.6**
 - Understand and apply conversational, academic, and domain specific vocabulary
 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level
 - Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- **SL.6.3**
 - Determine the speaker's argument and claims

6th Grade ELA Curricular Framework for Writing Units

<ul style="list-style-type: none"> - Apply a specific organizational strategy to a compare-contrast essay - W.6.10 <ul style="list-style-type: none"> - Reflect on and be able to explain purposeful decisions made while writing - Respond to a wide-variety of topics for an array of purposes and audiences - Produce written reflections 	
UNIT 3 GENERAL ASSESSMENTS	
<ul style="list-style-type: none"> - On Demand - Conferences - Vocabulary Quizzes - Character Analysis Paragraph - Theme Analysis - Theme Compare / Contrast - Literary Analysis Test 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - The Literary Essay (UoS) - “Three Little Pigs” YouTube video - Literary Analysis Writing Checklist <p>Holocaust Commission Resources: 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)</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.

6th Grade ELA Curricular Framework for Writing Units

[Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

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
- NoRedInk.com
- Flocabulary.com
- *Additional technology to be determined during the Curriculum Development Periods in the 2018-2019 school year.*

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.

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21st Century Skills: Career Ready Practice Standards:

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CRP11: Use technology to enhance productivity.

6th Grade ELA Curricular Framework for Writing Units

Additional interdisciplinary connections to be determined during Curriculum Development Periods

KEY VOCABULARY

character trait, analysis, theme, text evidence, and vocabulary units composed of grade level terms

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 	<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</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>	<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> <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 <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>

6th Grade ELA Curricular Framework for Writing Units

<p>and staying on task</p> <ul style="list-style-type: none">• Checklists• Immediate feedback	<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 <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	
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6th Grade ELA Curricular Framework for Writing Units

	<ul style="list-style-type: none"> • 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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WRITING - Objectives

<ul style="list-style-type: none"> - I can become familiar with the structure of a strong literary analysis essay by writing a flash draft about the third little pig. - I can prepare to draft a claim by rereading and asking: "Why this detail?" - I can analyze a character by thinking about his / her motivations.

6th Grade ELA Curricular Framework for Writing Units

- I can prepare to write a character analysis essay by identifying text evidence to support a trait.
- I can write a claim by identifying character traits to describe a whole character.
- I can write a strong introduction by combining a hook, brief summary, and thesis statement.
- I can support my thinking by choosing powerful quotes or parts or quotes.
- I can support my claim by explaining why or how the evidence connects with, or supports, the claim.
- I can write a strong body paragraph by including a topic sentence, text evidence, and a concluding sentence.
- I can write a strong conclusion by restating the thesis, summarizing the main points, and including a final judgment / thought provoking statement.
- I can determine a text's theme by thinking about the life lessons that a character learns.
- I can write a flash draft by drawing on everything I know about writing essays.
- I can compare and contrast by asking: "How are they similar? How are they different?"
- I can connect my ideas by using transition words.
- I can reflect on my writing by using a Writing Checklist.

WRITING - Instructional Best Practices

- Writing Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
 - Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Objectives

- I can draft definitions for new vocabulary terms by using context clues.
- I can verify my context clue definitions by consulting an online dictionary.

6th Grade ELA Curricular Framework for Writing Units

- I can identify figurative language by reviewing definitions and examples of a simile, metaphor, onomatopoeia, and hyperbole.
- I can apply my knowledge of my vocabulary words by revising sentences to use the correct word.
- I can apply my understanding of my vocabulary terms by matching terms with synonyms / antonyms.
- I can apply my understanding of my vocabulary terms by writing a paragraph using five terms with context clues.
- I can apply my understanding of my vocabulary terms by sorting the terms into categories.
- I can verify the definition, pronunciation, and part of speech of a word by consulting the appropriate reference materials.
- I can demonstrate independence by gathering vocabulary knowledge when encountering an unknown term important to comprehension.
- I can identify vague pronouns by differentiating between a clear and unclear antecedent.
- I can recognize variations from standard English in my own writing and the writing of others by revising grammatical errors and performing peer reviews of writing.
- I can set off nonrestrictive and parenthetical elements by using commas, parentheses, and dashes appropriately.
- I can spell correctly by applying common rules and patterns.
- I can maintain consistency in style and tone by utilizing the third person point of view.

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within students' writing
- Individual / small group language lessons when needed
- Practice using online tools including NoRedInk
- Model with mentor texts
- Word Wall

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 5

6th Grade ELA Curricular Framework for Writing Units

Writing Focus: Fantasy Writing
 Text Types: Literary
 Writing Genres: Narrative Writing
 Unit Pacing: **May - Middle of June**

<p style="text-align: center;">WRITING Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>	<p style="text-align: center;">LANGUAGE, SPEAKING AND LISTENING Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>
<ul style="list-style-type: none"> - W.6.3.A <ul style="list-style-type: none"> - Engage and orient the reader by establishing a context - Engage the reader with a story hook - Introduce a narrator and/or characters - Organize an event sequence that unfolds naturally and logically - Clearly convey a conflict - W.6.3.B <ul style="list-style-type: none"> - Use narrative techniques effectively to develop experiences, events, and/or characters - W.6.3.C <ul style="list-style-type: none"> - Transition from one idea to the next by using appropriate words and phrases - W.6.3.D <ul style="list-style-type: none"> - Use figurative language to aid in description - Describe ideas by using sensory and specific language - W.6.3.E <ul style="list-style-type: none"> - Write a conclusion that brings the story events to a meaningful close - Clearly convey a conflict and a resolution to the conflict - <i>W.6.4</i> 	<ul style="list-style-type: none"> - <i>L.6.1.E</i> <ul style="list-style-type: none"> - <i>Revise grammatical errors in writing</i> - <i>Perform peer reviews of writing to identify and correct grammatical errors</i> - <i>Identify and use strategies to revise writing</i> - <i>L.6.2.B</i> <ul style="list-style-type: none"> - <i>Apply common rules and patterns to spell words correctly</i> - <i>L.6.3.A</i> <ul style="list-style-type: none"> - <i>Incorporate various sentence patterns to create style and voice</i> - <i>L.6.3.B</i> <ul style="list-style-type: none"> - <i>Use a consistent style and tone when writing or speaking</i> - <i>L.6.4.A</i> <ul style="list-style-type: none"> - <i>Use a word's position in a sentence as a clue to the meaning of a word</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 - Use the definition of known prefixes and suffixes to define new words - Use known root words to aid in defining unknown words

6th Grade ELA Curricular Framework for Writing Units

<ul style="list-style-type: none"> - <i>Identify defining characteristics of different genres of writing</i> - <i>Write for a specific purpose and audience</i> - <i>Select an appropriate text structure or format for the task</i> - <i>Use language that is precise and powerful to create voice</i> - W.6.5 <ul style="list-style-type: none"> - <i>Revise and edit intentionally to improve writing</i> - <i>Generate ideas to develop topic</i> - <i>Revise writing with a partner or self-editing checklists</i> - W.6.6 <ul style="list-style-type: none"> - <i>Use technological resources to enhance writing</i> - <i>Give and receive feedback using technology</i> - <i>Type a minimum of three pages in a single sitting</i> - <i>Use keyboarding skills to make typing more efficient</i> - <i>Type three pages in an appropriate amount of time</i> - W.6.10 <ul style="list-style-type: none"> - <i>Reflect on and be able to explain purposeful decisions made while writing</i> - <i>Respond to a wide-variety of topics for an array of purposes and audiences</i> - <i>Produce written reflections</i> 	<ul style="list-style-type: none"> - L.6.4.C <ul style="list-style-type: none"> - <i>Use dictionaries, glossaries, and / or thesauruses to determine the actual meaning of a word or its part of speech</i> - L.6.4.D <ul style="list-style-type: none"> - <i>Use reference materials to check the inferred meanings of words</i> - L.6.5.A <ul style="list-style-type: none"> - <i>Define and identify figures of speech and determine the meaning of and purpose of figures of speech in context</i> - L.6.5.B <ul style="list-style-type: none"> - <i>Discern the difference in meaning between closely related words</i> - L.6.6 <ul style="list-style-type: none"> - <i>Understand and apply conversational, academic, and domain specific vocabulary</i> - <i>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level</i> - <i>Acquire and use accurately grade appropriate general academic and domain specific words and phrases</i>
UNIT 4 GENERAL ASSESSMENTS	
<ul style="list-style-type: none"> - On Demand - Conferences - Vocabulary Quizzes - Fantasy Narrative 	
RESOURCES	TECHNOLOGY INTEGRATION
<ul style="list-style-type: none"> - If... Then...Curriculum UoS 	<i>Technology integration may include but is not limited to:</i>

6th Grade ELA Curricular Framework for Writing Units

- Mentor text(s) *Teacher's choice. Below are suggestions:
 - Fantasy picture books
 - *Merlin and the Dragons* by Jane Yolen
 - *Stranger in the Mirror* by Allen Say
 - *Raising Dragons* by Jerdine Nolen
 - *The Rainbabies* by Laura Krauss Melmed
 - *Fire and Wings* edited by Jonathan Strahan and Marianne S. Jablon
 - *But That's Another Story* edited by Sandy Asher
 - *A Glory of Unicorns* edited by Bruce Coville
- *Writing Magic* by Jane Yolen

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.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.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

Resources:

- Google Classroom, Google Docs, Google Slides
- NoRedInk.com
- Flocabulary.com
- *Additional technology to be determined during the Curriculum Development Periods in the 2018-2019 school year.*

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

6th Grade ELA Curricular Framework for Writing Units

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

fantasy, theme, archetype, exposition, conflict, rising action, climax, falling action, denouement / resolution, setting, mood, internal thoughts / inner thinking, character trait, motif, sensory details, point of view, and vocabulary units composed of grade level terms

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</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>

6th Grade ELA Curricular Framework for Writing 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>Vocabulary Support</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 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 	<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 <p>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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6th Grade ELA Curricular Framework for Writing Units

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

At Risk Learners / Differentiation Strategies

6th Grade ELA Curricular Framework for Writing 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

WRITING - Objectives

- I can create a fantasy story by looking at my own life to imagine how events and issues could be turned into fantasy stories.
- I can create a fantasy story by gathering ideas from real people and events and letting them spark ideas for fantasy stories.
- I can develop an imagined setting by bringing fantasy into a realistic setting or creating a fantasy world.
- I can select my strongest idea by choosing the story with the most compelling message or picking the one that is simply the most fun to write.
- I can prepare to write a strong fantasy story by planning my stories in a way that works best for me.
- I can begin developing my idea by writing long about the characters, the setting, or the plot.
- I can create a plan for how my story will go by creating a compelling opening scene, an idea of how the story will end, and a clear path that leads from the beginning to that ending.
- I can choose and revise for an effective plan by sharing plans with my peers.
- I can draft my best work by first envisioning the characters moving through the world of the story or storytelling with a partner directly before I write.
- I can make my fantasy story believable by providing specific and sensory descriptions of key characters, settings, and objects.
- I can pull my readers into the fantastical elements of my story by staying focused on the heart of my story and stretching out crucial moments.
- I can revise my story and ensure that each section is easy to follow by working with a partner and relying on one another to find possible steps for revision.

6th Grade ELA Curricular Framework for Writing Units

- I can influence how my readers read and understand my work by using strategic and purposeful punctuation.
- I can help my readers feel more at home in my fantasy story by using conventional capitalization, punctuation, and spelling.
- I can reflect on my writing by using a Writing Checklist.

WRITING - Instructional Best Practices

- Writing Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
 - Share
 - Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Objectives

- I can draft definitions for new vocabulary terms by using context clues.
- I can verify my context clue definitions by consulting an online dictionary.
- I can identify figurative language by reviewing definitions and examples of a simile, metaphor, onomatopoeia, and hyperbole.
- I can apply my knowledge of my vocabulary words by revising sentences to use the correct word.
- I can apply my understanding of my vocabulary terms by matching terms with synonyms / antonyms.
- I can apply my understanding of my vocabulary terms by writing a paragraph using five terms with context clues.
- I can apply my understanding of my vocabulary terms by sorting the terms into categories.
- I can verify the definition, pronunciation, and part of speech of a word by consulting the appropriate reference materials.
- I can demonstrate independence by gathering vocabulary knowledge when encountering an unknown term important to comprehension.
- I can recognize variations from standard English in my own writing and the writing of others by revising grammatical errors and performing peer reviews of writing.
- I can spell correctly by applying common rules and patterns.

6th Grade ELA Curricular Framework for Writing Units

- I can maintain consistency in style and tone by utilizing the appropriate narrator point of view.
- I can define new words by using the definition of known prefixes and suffixes.
- I can define unknown words by using known root words.

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within students' writing
- Individual / small group language lessons when needed
- Practice using online tools including NoRedInk
- Model with mentor texts
- Word Wall

LANGUAGE Assessment Examples (TEACHERS ONLY)