

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Writing
Grade Six**

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**Oradell Public School
River Edge Public School**

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SIXTH GRADE WRITING CURRICULUM

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BY THE END OF SIXTH GRADE - PERSONAL NARRATIVE / TRAITS OF WRITING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - e** Provide a conclusion that follows from the narrated experiences or events.
- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- L.6.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

Writing is a way to express your thoughts. Written communication has been a method to convey ideas since the beginning of time. Narrative writing gives the author an opportunity to share experiences and perspectives.

ENDURING UNDERSTANDINGS

All published pieces of writing are developed through the writing process. Characteristics of good writing encompass the six traits of writing. (Ideas/Content, Organization, Voice, Word choice, Fluency, Conventions)

ASSESSMENTS

- Personal Narrative Piece
- Teacher observations
- Student/Teacher conferences

GUIDING QUESTIONS

- How do we incorporate the 6 traits of writing into a writing piece?
- How do we take a piece from a brainstormed idea to a published piece via the Writing Process?
- What are the elements of a Personal Narrative?
- How do writers effectively demonstrate a command of the conventions of Standard English grammar and usage?
- How do writers effectively demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling?
- How do writers use knowledge of language and its conventions when writing, speaking, reading, or listening?

OBJECTIVES

Students will be able to:

- Understand and incorporate the Traits of Writing
- Show evidence of all elements of the Writing Process in one or more pieces of completed authentic writing
- Write a Personal Narrative
- Understand the rules and routines of the Writer's Workshop that are set by the teacher
- Demonstrate a command of the conventions of Standard English grammar and usage.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Write about the way a character that they interjected into a story resolved a conflict
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

Launching Writer's Workshop:

- Establish a community of writers
- Establish ongoing structures/routines
- Establish behavior management
- Establish a physical environment that facilitates collaboration
- Introduce the 6 Traits of Writing
 1. Idea/Content
 2. Organization
 3. Word Choice
 4. Sentence Fluency
 5. Voice
 6. Conventions

Prewriting:

- Students will establish a Writer's Notebook as a useful tool for learning
- Students will establish strategies for generating ideas
 - List of topics
 - Heart map
 - Photographs
 - People/Places/Objects
 - Last time/first time
 - Look Around the Room

Drafting:

- Students will reread their Writer's Notebook entries and select a seed idea that holds the most interest for them
- Students will write about their chosen seed by finding a part of their seed idea to zoom in and add detail
- Students will increase independence and build stamina

Revising:

Throughout the Revision portion, the 6 Traits of Writing can be explained and embed throughout the lessons.

- Revise for Ideas/Content

- Students will create a strong lead (TADS)
 - Thought
 - Action
 - Dialogue
 - Setting
- Students will evaluate their drafts and pick one pick to extend/revise
- Students will take out pieces that don't fit with story
- Students will add details that are important, informative and interesting
- Revise for Organization
 - Students will write a story in which the events proceed logically
 - Students will use transitions to connect ideas
 - Students will tie all ideas together with a strong closure
- Revise for Voice
 - Students will convey his/her tone through words and messages
 - Students will give a sense that a real person is speaking to us through the piece
- Revise for Word Choice
 - Students will use descriptive language to make their writing more powerful
 - Students will choose precise language to convey their ideas
 - Students will use grade appropriate vocabulary/elevate word choice
- Revise for Sentence Fluency
 - Students will produce effective sentences that vary in length and style

Editing:

- Edit for Conventions
 - Teach strategies for correcting spelling, punctuation, and grammar
 - Teach peer-editing strategies

Publishing:

- Students will publish a clear and coherent piece of writing

RESOURCES

- [Raising the Quality of Narrative Writing](#) by Lucy Calkins, Firsthand/Heinemann
- [Writing a Life](#) by Katherine Bomer
- [Lessons That Change Writers](#) by Nancie Atwell
- [www.thewritersource.com/student models/](http://www.thewritersource.com/student_models/)
- www.timeforkids.com/homework-helper/a-plus-papers/personal-narrative
- Home.earthlink.net/~jhholly/pnarrative.html

- <http://www.richmond.k12.nc.us/RMS/Class/468-Greta-Cameron/4178-Personal-Narrative.html>

Language Skills

- Write Source / Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language

**BY THE END OF SIXTH GRADE -
LITERARY ESSAY
ANALYSIS of CHARACTER or
THEME**

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of

discipline-specific tasks, purposes, and audiences

- L.6.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

Literary essay elements, along with character analysis and theme, are derived through various types of literature (short story, novels, etc.).

ENDURING UNDERSTANDINGS

- Characters can change/respond/react to relationships, situations and events.
- Themes are developed through the actions of the characters.

ASSESSMENTS

STUDENTS WILL BE ASSESSED BY THE FOLLOWING:

- Published Literary Essay
- Teacher Observations
- Student/Teacher conferences
- Ongoing responses in writing notebook / Chromebooks/ laptops
 - a. text examples/citations in support of thesis statement/claim
 - b. knowledge of the character(s) and/or theme of the text

GUIDING QUESTIONS

- How do writers develop/brainstorm ideas and topics?
- How do writers effectively develop a thesis?
- How do writers effectively cite textual evidence?
- How do writers demonstrate character development/transformation as well as theme?
- How do writers demonstrate command of the conventions of Standard English grammar and usage when writing or speaking?
- How do writers demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing?
- How do writers use knowledge of language and its conventions when writing, speaking, reading, or listening?
- How do writers determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies?

OBJECTIVES

Students will be able to:

- Develop/brainstorm ideas and topics through novels and short stories as methods to gather references and information based upon topic
- Utilize collected information to develop effective thesis statement
- Use facts, paraphrasing, quotes and citations accurately within the writing piece
- Write in a 5 paragraph essay format

- Analyze differences between character(s) throughout a given text
- Analyze the theme within a given text.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Write about the way a character that they have read about in a story resolved a conflict
- Summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- Write responses to different points of view
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

Prewriting:

- Use mentor texts to introduce and assist with idea development
- Provide a variety of examples of literary essays for structure development
- Review thesis/claim development
- Briefly introduce how to properly cite information from a given text
- Gather relevant information to support thesis statement

Drafting:

- Create a first draft utilizing citations
- Apply 6 Traits of Writing (Idea/content, organization, word choice, sentence fluency, voice, conventions)
- Integrate ‘show don’t tell’ strategy
- Incorporate various types of figurative language (alliteration, simile, metaphors)

Revising:

- Peer revising/editing/evaluations
- Student/teacher conferences

Editing:

- Teach/review the conventions of grammar
- Teach/review the conventions of capitalization, punctuation, and spelling
- Demonstrate how to clarify the meaning of unknown and multiple-meaning words and phrases
- Model types of figurative language, word relationships, and nuances in word meanings

Publishing:

- Students will create a clear and coherent piece of writing, in the form of a literary essay, which reflects strategies learned

RESOURCES

- Elements of Literature Texts
- Short Stories
- Novels (Ex: *The Goodness of Matt Kaizer*, *Watsons Go to Birmingham*)
- Resource List for Language Skills
- Write Source / Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language Text

BY THE END OF SIXTH GRADE - REALISTIC FICTION

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.6.1** Demonstrate command of the conventions of Standard English

- grammar and usage when writing or speaking
- L.6.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.5** **Demonstrate understanding of figurative language**, word relationships, and nuances in word meanings.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

Literary elements and personal experiences can be implemented into a realistic fiction piece of writing.

ENDURING UNDERSTANDINGS

A plot develops when drama unfolds, characters change, action arises, and conflict is resolved.

ASSESSMENTS

STUDENTS WILL BE ASSESSED BY THE FOLLOWING:

- Published Realistic Fiction piece
- Student/Teacher conferences
- Teacher observation

GUIDING QUESTIONS

- How do students demonstrate how the plot develops when drama unfolds, characters change, action arises, and conflict is resolved?
- How do writers develop/brainstorm ideas and topics?
- How do writers incorporate personal experiences in their writing?
- How do writers develop literary elements within their writing?
- How do writers use knowledge of language and conventions of Standard English when writing, speaking, reading, or listening?
- How will writers determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies?

OBJECTIVES

Students will be able to:

- Develop/brainstorm ideas and topics through novels and short stories as methods to gather references and information based upon topic
- Analyze involved plot developments and complex stories
- Effectively demonstrate how literary elements work together to create a cohesive narrative
- Use whole and small group discussions to create plot developments
- Use knowledge of language and conventions of Standard English when writing, reading, speaking, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Incorporate purposeful dialogue to move the story forward
- Write about the way a character that they interjected into a story resolved a conflict
- Write from different points of view

- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

Prewriting:

- Use literary examples to introduce and assist with idea development
- Brainstorm/develop ideas for writing a realistic fiction story
- Utilize graphic organizers to develop literary elements such as character, plot, setting, etc.

Drafting:

- Develop individual literary elements (character, setting, conflict, etc.) for first draft narrative piece to move a story forward
- Apply 6 Traits of Writing (Idea/content, organization, word choice, sentence fluency, voice, conventions)
- Incorporate various types of figurative language (alliteration, simile, metaphors)

Revising:

- Peer revising/editing/evaluations as well as student/teacher conferences to assist in the re-drafting process
- Students should apply recommendations given by teachers/peers to their writing
- Students will continue the re-drafting process

Editing:

- Teach the conventions of grammar and usage when writing or speaking.
- Teach the conventions of capitalization, punctuation, and spelling when writing.
- Demonstrate how to clarify the meaning of unknown and multiple-meaning words and phrases.
- Model types of figurative language, word relationships, and nuances in word meanings.

Publishing:

- Students will create a clear and coherent piece of realistic fiction writing which reflects strategies learned

RESOURCES

- Elements of Literature Texts
- Short Stories, Novels
- Spotlight on Literacy
- Figurative language examples
- Resource List for Language Skills
- Write Source / Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language Text

BY THE END OF SIXTH GRADE - INFORMATIONAL WRITING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

Various forms of informational text can be analyzed with a focus on facts, paraphrasing, quoting and citing references for the purpose of writing research papers, argumentative essays, persuasive essays, and /or developing a deeper understanding of content.

ENDURING UNDERSTANDINGS

One's schema of informational text and known strategies can be applied to any/all types of non-fiction material.

ASSESSMENTS

- Published piece of informational writing
- Student/teacher conferences
- Student demonstration of correct usage of: facts, paraphrasing, quotes and citations throughout the process
- Teacher observations

GUIDING QUESTIONS

- How do writers develop/brainstorm ideas and topics?
- What methods do writers utilize to research topics?
- How do writers effectively cite textual evidence?
- How do writers appropriately demonstrate ability to write a 5 paragraph essay?
- How do writers use knowledge of language and its conventions of Standard English when writing, speaking, reading, or listening?
- How will writers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content?
- How do writers acquire and use accurately grade-appropriate general academic and domain-specific words and phrases?
- How do writers gather vocabulary knowledge when considering a word or phrase important to comprehension or expression?

OBJECTIVES

Students will be able to:

- Develop/brainstorm ideas and topics through various media formats (i.e. computers, books, articles, etc., as methods to gather references and information based upon topic)
- Use facts, paraphrasing, quotes and citations accurately within the writing piece
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
- Summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

Prewriting:

- Use informational mentor texts or digital media (articles, content area textbooks, etc.) to introduce and assist with idea development
- Provide a variety of examples of informational/explanatory essays for structure development (review thesis development)
- Guide students on locating relevant research for their topic
- Demonstrate the differences between listing facts, paraphrasing, quoting and citing information

Drafting:

- Create a first draft utilizing informational strategies (facts, quotes, paraphrasing, citations)
- Apply 6 Traits of Writing (Idea/content, organization, word choice, sentence fluency, voice, conventions)

Revising:

- Peer revising/editing/evaluations
- Student/teacher conferences

Editing:

- Teach the conventions of grammar and usage when writing or speaking.
- Teach the conventions of capitalization, punctuation, and spelling when writing.
- Demonstrate how to clarify the meaning of unknown and multiple-meaning words and phrases.

- Model types of figurative language, word relationships, and nuances in word meanings.

Publishing:

- Students will create a clear and coherent piece of informational writing which reflects strategies learned
- Students will create a bibliography/works cited

RESOURCES

- Magazine articles
- Online resources
- Elements of Literature Texts
- Science/ Social Studies Textbooks
- Digital media
- www.readingrockets.org/article/52246/
- <http://languagearts.pppst.com/writing.html>
- Resource List for Language Skills
- Write Source / Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language Text

BY THE END OF SIXTH GRADE - PERSUASIVE and ARGUMENTATIVE WRITING

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- L.6.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6** 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- W.6.1a** Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1b** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1c** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1d** Establish and maintain a formal/academic style, approach and form.
- W.6.1e** Provide a concluding statement or section that follows from the

argument presented.

- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.6.9a** Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- W.6.9 b** Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

One can take a position on a topic and support claims in writing with clear reasons and relevant evidence, while acknowledging counterarguments.

ENDURING UNDERSTANDINGS

A position or claim on a topic must be supported with clear reasons and relevant evidence, while acknowledging counterarguments. A thesis/claim must be developed and supported by substantial evidence. Source citations must be properly documented.

ASSESSMENTS

- Published Persuasive Essay
- Published Argumentative Essay
- Student/teacher conferences
- Student demonstration of correct usage of: facts, paraphrasing, quotes and citations throughout the process
- Teacher observations

GUIDING QUESTIONS

- How do writers produce a persuasive piece?
- How does an argumentative piece differ from a persuasive piece?
- How do writers use knowledge of language and conventions of Standard English when writing, speaking, reading, or listening?

- How do writers determine or clarify the meaning of unknown words and multiple-meaning words and phrases, choosing flexibility from a range of strategies?
- How do writers demonstrate the understanding of figurative language, word relationships, and nuances in word meanings?
- How do writers acquire and use accurately grade-appropriate general academic and domain-specific words and phrases?
- How do writers gather vocabulary knowledge when considering a word or phrase important to comprehension or expression?

OBJECTIVES

Students will be able to:

- Distinguish between a persuasive and argumentative piece
- Take a position on a topic
- Develop a thesis/claim that embodies their position on a topic
- Develop substantiated reasons to support their thesis/claim
- Research to support their thesis/claim with evidence and citations from text
- Properly cite from sources
- Organize ideas into 5 paragraph essays
- Produce a counter-argument within an argumentative piece
- Develop their pieces through the Writing Process
- Effectively demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling.
- Use knowledge of language and its conventions of Standard English when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases, choosing flexibility from a range of strategies.
- Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases.
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Summarize a variety of texts, synthesize the content, and produce a text that represents a new idea.
- Respond to different points of view.

- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS:

INTRODUCTION OF WRITING STYLE / IMMERSION:

- Use mentor texts to present persuasive samples of writing
 - Notice elements (thesis/claim, reasons, examples, and source citations)
 - Notice structure of a persuasive piece

PREWRITING:

- Present choices of topics that students can take a position on
- Have students take a position on a specific topic
 - TP: *Writers ask themselves, “What do I have the most to say about/what am I most convinced of/what do I have the most evidence for?”*
- Have students brainstorm items that they have strong emotions about
 - Select a topic one is knowledgeable about
 - Establish credibility by explaining why/how this topic affects someone/something
 - It is not possible to write convincingly if one is not living the “big idea” TPs: *“Writers write a continuum of emotion – i.e. things that irk me to things that outrage me.”*
 - *“Writers think about things that they would like to defend and write about why they defend these points.”*
 - *“Writers think about groups or individuals who they feel empathy for and develop a big idea.”*
- Teach students to select an appropriate audience
- Have students state what they intend to write about and who they intend to write for
 - TP: *“Writers state what they intend to write about and who they intend to write for.”*
- Have students create a thesis to exemplify their stance on a topic
 - TP: *Writers pick an idea that is central to their argument and search for a repeatable sentence or part of a sentence to weave throughout the piece.*
- Have students provide reasons to support their thesis

- TP: *Writers answer the questions: “Why do I believe this? What makes me think this way?” to develop their reasons.*
- Have students research information about the topic to support their claims
 - TP: *Writers conduct research to back up their thinking. They look for statistics, conduct interviews and surveys, write their close observations, and read what others have said.*
- Have students evaluate the information to ensure that it is relevant and supports their position
 - TP: *Writers reread to make sure that they have given all the necessary background information for their topic.*
- Have students use graphic organizers to structure their information
 - TP: *“Writers use boxes and bullets to quickly organize thesis and supports.”*

DRAFTING:

- Utilizing their graphic organizers, students will begin to draft their ideas into essay format
 - TP: *“Writers use their graphic organizers to draft their essays.”*
- Teach students how to properly paraphrase information from and cite their sources
- Teach students to select from a range of strategies to determine the meanings of unknown words and nuances in word meanings while researching their topic
- Teach students to integrate domain specific words and phrases into their writing piece
- Teach students to have a strong hook for introductory paragraph (strong statement, relevant quotation, statistic, or a question addressed to the reader)
- Teach students to have a conclusion that leaves the reader solidly understanding the writer’s position and begins with an effective restatement of the thesis

REVISING:

- Teach students to use strong voice
 - “I” in the beginning (“I feel...”, Personal opinion, draws reader in)
 - “We” in the middle (“We have an obligation to...” Includes audience in your emotional plea, shows how it affects audience)
 - “You” in the end (“You must...” Challenges reader to make a

change)

- Teach students to use transition words/phrases to help establish clear connections in the following circumstances:
 - To indicate more information
 - To indicate cause or reason/effect
 - To indicate a purpose or reason why
 - To indicate an example
 - To compare and contrast

EDITING:

- Teach strategies for correcting spelling, punctuation, and grammar
- Teach peer-editing strategies
- Ensure that students have properly cited their sources

PUBLISHING:

- Students will publish a clear and coherent piece of writing
- Students will create bibliographies that cite their sources

RESOURCES

- Should There Be Zoos? by Tony Stead and Judy Ballester
- Writing to Persuade by Karen Caine
- Digital Resources (i.e Discovery Ed)
- Resource List for Language Skills
- Write Source / Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language Text

BY THE END OF SIXTH GRADE - WRITING IN A VARIETY OF GENRES & COMPARATIVE ESSAY

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.6.4** Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

21ST CENTURY SKILLS

- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking
- 9.1.4.D.3** Understand different cultural perspectives to enhance communication

TECHNOLOGY

- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.D.1** Practice cyber safety

BIG IDEAS/COMMON THREADS

Narrative, informational/explanatory and persuasive/argumentative strategies can be applied to various types of writing.

ENDURING UNDERSTANDINGS

One can utilize their schema of the writing process for any type of writing as well as comparing and contrasting information.

ASSESSMENTS

- Samples of narrative, informational and persuasive/argumentative writing
- Published comparative essay
- Student/teacher conferences
- Teacher observations

SET A- Variety of

Genres

- Are the writers able to implement the literary elements into a narrative piece?
- Are the writers able to inform/explain a given topic?
- Do the writers formulate a persuasive opinion on a specific topic? How does a writer formulate an argumentative position (counter argument) on a specific topic?
- How do writers demonstrate command of the conventions of Standard English?
- How do writers determine or clarify the meaning of unknown and multiple-meaning words and phrases?
- How will writers acquire and use accurately grade-appropriate general academic and domain-specific words and phrases?
- How do writers gather vocabulary knowledge when considering a word or phrase important to comprehension or expression?

Set B – Comparative Essay

- How does the writer compare/contrast a specific topic across various genres?
- How does the writer compare/contrast the writing craft of authors across the genres?

- How does the writer demonstrate literary elements between the various genres?

OBJECTIVES

Students will be able to:

Set A:

- Write a narrative piece integrating the correct literary elements based upon a prompt or a story.
- Write an informational/explanatory essay
- Persuade/Argue a personal opinion to a given prompt
- Demonstrate command of the conventions of Standard English grammar and usage when writing, reading, listening or speaking
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- Write responses with different points of view
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

Set B:

- Compare and contrast specific topics across genres
- Compare and contrast writing craft of different authors across the genres on one specific topic
- Demonstrate the literary elements between various genres
- Summarize a variety of texts, synthesize the content, and produce a text that represents a new idea
- Write responses to different points of view
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

Set A:

- Review the elements of each genre of writing (narrative, informational, persuasive/argumentative)
- Provide specific prompts for each genre and have students respond within certain time constraints
- Review/compare previously published pieces to prompt responses
- Apply 6 Traits of Writing
- Integrate 'show don't tell' strategy
- Incorporate various types of figurative language (alliteration, simile, metaphors)

Set B:

- Use graphic organizers(T-Chart,Venn Diagram, etc) to compare and contrast a specific topic between genres
- Use graphic organizers to compare and contrast author's writing craft of a specific topic across genres
- Use graphic organizers to compare and contrast author's usage of literary elements on a specific topic across the genres
- Teach the conventions of grammar and usage when writing or speaking.
- Teach the conventions of capitalization, punctuation, and spelling when writing.
- Demonstrate how to clarify the meaning of unknown and multiple-meaning words and phrases.
- Model types of figurative language, word relationships, and nuances in word meanings.

RESOURCES

- Prompts and previously published writing pieces for each writing genre
- Graphic Organizers
- Mentor texts of various genres of the same topic
- **“Power of Water” (Science Read Aloud)**
- **“Volcanoes” (Science Read Aloud)**
- **Digital media**
- Resource List for Language Skills
- Write Source – Skills Book
- G.U.M.-Level D
- Wordly Wise 3000-Book 4
- Timed Reading Plus
- Word Explorer
- World of Language Text

BY THE END OF SIXTH GRADE - MEMOIR

NEW JERSEY STUDENT LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

- L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.6.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies
- L.6.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6.6** 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- W.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c.** Use a variety of transition words, phrases, and clauses to

convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

W.6.4 Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21ST CENTURY SKILLS

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creative and innovative thinking

9.1.4.D.3 Understand different cultural perspectives to enhance communication

TECHNOLOGY

8.1.4.A.1 Understand how to use digital tools for appropriate applications

8.1.4.D.1 Practice cyber safety

BIG IDEAS/COMMON THREADS

One will write a significant narrative piece from personal perspective. For example, adolescents can write about and reflect on events and experiences from their lives, which at this point in their developmental stage may shift perspectives on life.

ENDURING UNDERSTANDINGS

Narrative writing is a tool that can express and change our lives.

When writers really listen to themselves, a piece of writing can grow in significance.

The process of growing as a writer is never ending.

ASSESSMENTS

- Published Memoir
- Student/Teacher Conferences
- Teacher Observations
- Writer's notebook entries

GUIDING QUESTIONS

- How does a writer share a significant moment in their lives?
- How will writers use knowledge of language and conventions of Standard English when writing, speaking, reading, or listening?
- How will writers determine or clarify the meaning of unknown words and multiple-meaning words and phrases, choosing flexibility from a range of strategies?
- How will writers demonstrate the understanding of figurative language, word relationships, and nuances in word meanings?

OBJECTIVES

Students will be able to:

- Revisit the most significant memories of their lives and elaborate on them
- Select a memory from their lives and retell it in a way that brings their experience to life
- Reflect back on the memory and identify the message they want to convey
- Convey the significance/message of their chosen memory
- Develop their pieces through the Writing Process
- Effectively demonstrate a command of the conventions of Standard

English grammar and usage.

- Effectively demonstrate a command of the conventions of Standard English capitalization, punctuation, and spelling.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown words and multiple-meaning words and phrases, choosing flexibility from a range of strategies?
- Demonstrate the understanding of figurative language, word relationships, and nuances in word meanings.
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

LEARNING ACTIVITIES/SUGGESTED TEACHING POINTS

INTRODUCTION OF WRITING STYLE:

- Use mentor texts to present samples of memoirs (refer to **Resources** at the end)
 - Note the difference from a biography.
(A biography is a story of a person’s entire life, while a memoir is a piece of someone’s life.)
 - Notice content/life topics.
A memoir is a personal story with *universal value*. (Should have a lesson or moral that can be applied to our present-day lives, ie. Kindness, courage, family tradition, friendship, cultural customs)
 - Notice different structures (one story or multiple stories focused on one theme)
 - Notice qualities of a memoir. (derived from the French word “memoire”)
 - A meaningful memory from your life.
 - A memory which evokes strong emotion
 - A memory which you never want to forget
 - A group of memories that are tied together with a theme
 - A memory you think about often
 - An event that you may have learned a lesson from
 - Memories/life events that have formed the person you are today.

PREWRITING:

- Choose a strategy for generating writing and write several entries in Writer’s Notebook.
 - Reread your Writer’s Notebook for ideas
 - Look at a photo of a special event
 - Make a memory timeline of your life
 - Create a “memory box” of meaningful items and tell about each one.
 - Think of:
 - A song/smell that makes you remember
 - Earliest memories from childhood
 - Turning point/crisis/event that changed you
 - Life struggles
 - Brainstorm life topics/themes in my life/issues I deal with (Family, Peer Pressure, Friendship, Role Models, Neighborhood/Community)
 - Memory Prompts
 - “This made me feel.../think.../realize...”
 - “This was important because...”
 - “This event changed me because...”
 - “This matters to me because...”
 - “I remember when...”
 - “I used to think...But now...”
- Students will verbally share their stories with classmates

DRAFTING:

- Students will select a seed idea and begin to draft their memoirs
- Students will focus their story around the significant moment.
- Students make self realizations throughout their draft. (“What am I realizing about myself as I’m writing this and what do I want to readers to know about me?”)
 - TP: *“Good writers zoom in on a moment and stretch out the heart of a story.”*
 - “Good writers unfold the story rather than summarize it.”*
 - “Good writers write with depth/write about a single event from different perspectives.”*
 - “Good writers explicitly develop the setting and characters of the memoir to bring the story to life.”*

REVISING:

- Teach students to refer back to previously taught revision strategies and use them as needed.

For example:

- Students will revisit their most significant parts of their draft and elaborate on those parts.
- Students will use colorful/figurative language (ie. Metaphors) to add to their pieces
- Students will focus on their choice of details/vocabulary to enrich their memoir
- Students will polish their craft (ie. “Show, Not Tell”, extension of thoughts, dialogue, sense and structure, powerful one-liners)
- Students will create a strong lead that sets the mood of their memoir
- Students will create a strong closure that makes an impact on the reader

EDITING:

- Teach students to refer back to previously taught revision strategies and use them as needed.

PUBLISHING:

- Students will publish a clear and coherent piece of writing.

RESOURCES

- Books by Gary Soto (ie. Too Many Tamales or Snapshots from the Wedding)
- Books by Patricia Polacco (ie. Baby Doll, Meteor)
- Books by Jane Yolen
- Books by Cynthia Rylant
- Short Stories by Ralph Fletcher’s memoir Marshfield Dreams (ie. “Eating the World”, “Statue”)
- “Mr. Entwhistle” from Jean Little’s Hey World, Here I am!
- “Everything Will be Okay” by James Howe from Amy Erlich’s When I was Your Age: Original Stories About Growing Up
- www.ghostwriter-needed.com/how-to-write-a-memoir.html

- msit.gsu.edu/readingconsortium/The_Literacy_Lens/Articles/1_2_/memoir.pdf
- www.creative-writing-ideas-and-activities.com/how-to-write-a-memoir.html
- Resource List for Language Skills
 - Write Source
 - Write Source-Skills Book
 - G.U.M.-Level D
 - Wordly Wise 3000-Book 4
 - Timed Reading Plus
 - Word Explorer
 - World of Language Text

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

MODIFICATIONS

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Restructure lesson using UDL principles

http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.
- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher--initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre--teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.