Curriculum Resources: _6th Grade Writing_

**Leveled Materials and Media/School Library Resources:**
In this course, there are core textbooks, resources, and materials used primarily (as noted in the curriculum document). However, teachers should also pull from the school resources available in our Media Center in order to infuse alternate sources, perspectives, and approaches. Also, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on these additional developmentally-appropriate resources to facilitate challenging levels of work for all students:

<table>
<thead>
<tr>
<th>Above and Below Level Resources/Readings are available through the various resources:</th>
</tr>
</thead>
</table>
| • Strategies for Writers  
• Prentice Hall, *Literature*  
• Time for Kids  
• Performance Coach Workbook  
• https://parcc.pearson.com/sample-items/  
• www.scholastic.com  
• www.timeforkids.com  
• www.studyisland.com  
• www.nwp.org  
• http://www.readwritethink.org/about/community-stories/making-writing-meaningful-middle-47.html |

**Modifications for ELL students and gifted students:**
While all curriculum seem to have adequate modifications noted for struggling students or those with special needs, not all curriculum documents have specific modifications noted for ELL or gifted students. For this course, those modifications would include strategies or activities such as:

<table>
<thead>
<tr>
<th>Modifications for ELL Students</th>
<th>Modifications for Gifted Students</th>
</tr>
</thead>
</table>
| Modify instructional approach and/or assignments and evaluations as needed to facilitate strong learning for ELL students:  
• Listening Stations  
• Collaboration with ELL Instructor  
• Guided Notes  
• Extended Time  
• Small Group/One-on-one Instruction  
• Additional Writing Conferences as needed  
• Differentiated assignments | Modify approaches, assignments, and evaluations as needed to challenge gifted students:  
• Extension Activities  
• Collaboration with ELP  
• Additional research activities/ inquiry projects related to assignments  
• Increased integration of higher order thinking processes, creative and critical thinking activities, problem-solving, and open-ended tasks  
• Advanced pacing levels |
• ELL support materials (eDictionaries, native language prompts, etc.)
• Teacher Modeling (non-verbal teacher communication in addition to spoken instructions)
• Dragon Speech

• Greater opportunities for freedom of choice and independent study that encourage independent and intrinsic
• Self-regulated group interaction and use of peer review

Correlation to Standards:

<table>
<thead>
<tr>
<th>Unit/ Critical Area Number/Title</th>
<th>Alignment to Newest Standards (including Common Core as well as NJCCCS 2014 or NGSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark 1</td>
<td>W.6.1-10, L.6.1-6</td>
</tr>
<tr>
<td>Benchmark 2</td>
<td>W.6.1-10</td>
</tr>
<tr>
<td>Benchmark 3</td>
<td>W.6.1-10</td>
</tr>
</tbody>
</table>

21st Century Skills and Themes:
In this course, the following 21st century themes and skills are commonly integrated:

Integration of 21st century skills, themes, and skills

• Lessons, where appropriate, incorporate multiple perspectives to infuse cultural and global awareness.
• Lessons integrate a focus on civic literacy so that student can better understand the rights and obligations of citizenship.
• Learning advocates for health literacy as a critical component of a healthy lifestyle and the ability to make good health-related decisions.
• Students explore areas that support environmental literacy, including society’s impact on the environment and what can be done to support environmental solutions.
• Lessons, activities, and assessments require creativity and innovation on the part of the students. They are required to create projects and products as examples of mastery in each unit.
• Critical thinking and problem solving skills are a core component of learning and assessment throughout this curriculum. Students are required, in each unit, to advance their learning
through all levels of Bloom’s Taxonomy to address the evaluation, synthesis, and creation of products using learning at the highest levels. Problem-solving is a recurring theme in the curriculum as students must seek ways to creatively apply the concepts to solve problems rather than simply remember the material.

- Communication and collaboration is crucial for student success as learners. Throughout this curriculum, students must be able to communicate deep understanding through open ended responses (both orally and in writing). In addition, students are often required to work collaboratively with their peers, which promotes the ability to succeed in the area of social cooperative work, increases communication skills, and promotes leadership and responsibility.

- Students must be information literate, i.e. they must be able to find and use information effectively, in order to succeed in class as learning activities require independent research of relevant information outside of the provided textbook and/or resources.

- Learning and assessment activities support the push to make students media literate, as they are often required to analyze, evaluate, and create messages in a wide variety of media modes, genres, and formats.

- In order to succeed in this course, students must be able to use technology as a tool in order to research, organize, evaluate, and communicate information.

- Activities in the curriculum help develop life and career skills in all students by promoting flexibility and adaptability, requiring initiative and self-direction in the learning process, supporting social and cross-cultural skills in both content and teamwork efforts, and measuring productivity and accountability through independent and group assignment completion.