Stafford Township School District

English Language Arts Curriculum
Grade 6 Reading

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and Technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater. For further clarification, see New Jersey Student Learning Standards at http://www.nj.gov/education/cccs/

21st Century Themes: Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification, see http://www.nj.gov/education/aps/cccs/career/

Inclusivity/LGBTQ/Disabilities

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.
- Address how students feel about the group (s) they identify with and if they are represented in the texts, visual/media representations, and materials used in ELA
- Always address and discuss whose voice is missing from readings and materials used in class
- Choose themes in literature that bring LGBTQ perspectives, issues and ideas to teach tolerance and reflect the diversity of our student population.
- Read novels and use material that represent the LGBTQ community and people with disabilities
- Encourage student independent reading that incorporates experiences and perspectives that differ from their own identity in order to create a more positive concept of LGBTQ students
- Read LBTQ-themed literature to combat stereotypes and prejudices. In addition, address stereotypes and promote inclusive conversations about LGBTQ persons and people with disabilities through reading.
- Introduce multifaceted perspectives and themes that reflect student diversity and enable students to explore this through writing.
- Assign activities that involve reading, writing and reflection on the political, economic and social contributions of persons with disabilities and members for the LGBTQ community.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom. In addition, use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Make modifications to accommodate any students with specific needs, views and experience.

Unit 1: Launching Reading	Duration: 40 days (September – October)

Standards

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
   D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from text.

RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Describe how a particular a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.

RL 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL 6.9 Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms of genres (e.g. stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Interdisciplinary Connections
Social Studies Standards
6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers
Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. http://www.state.nj.us/education/aps/cccs/career/

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. - Identify reading interests, reading habits and patterns, self-select appropriate texts, and determine reading goals. - Use thinking, writing and talking to support comprehension before, during and after reading (stop and think, turn and talk, stop and jot, stop and write), effectively use tools to support reading (sticky notes, reading notebook, reading log, etc.), and participate in partnership, small group and whole class conversations about texts.	- What do effective readers do? - How do students identify themselves as readers? - How do I express myself clearly to others?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Other Assessments
● You are a professor at The School of Education at Rutgers. Your job is to teach the incoming students what Reading Workshop is. Be sure to include visual representation of Reading Workshop structure.	**Formative** ● Notebook Checklist Rubric ● Stop and Jots ● Reading Journals ● Observational Checklist **Summative** ● Students will cite textual evidence from a cold read ● Students will engage effectively in a range of collaborative discussions using a behavior checklist. ● Mid-Unit assessment ● Summative Unit Assessment **Benchmark** ● DRA2 ● Achieve 3000 Assessments **Alternative** ● LLI Reading Records and Comprehension Questions ● LLI Written Comprehension Responses ● LLI Lesson Record Anecdotal Note Pages ● LLI Reading Response Journals ● LLI Conversation Rubric ● Stop & Jot Sentence Starters ● Student Conversation Rubric ● Reader's Response Sentence Starters ● Curriculum Based Assessments (CBMs) for fluency or comprehension

	● Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud ● Reading A-Z Guided Level Assessments ● Drawing a Picture to Show Comprehension with Verbal Explanation ● ReadWorks.org Reading Level Appropriate Comprehension Quiz ● Teacher Created/Modified Vocabulary Assessments ● Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	**Skills**
Students will... ● Learn about themselves as readers. ● Learn to self-select appropriate texts. ● Set goals for themselves as readers. ● Learn the expectations and routines for actively participating in a reading community. ● Learn how to participate in a range of conversations about texts. ● Learn how to follow agreed-upon rules and protocol for conversations. ● Learn how to prepare for conversations. ● Learn to identify the theme of a text from details in the text. ● Learn to cite textual evidence to support analysis of text.	*Students will be able to …* ● Identify the structure, expectations, and routines in a reading workshop and make plans for themselves as readers. ● Develop an understanding of their own reading identities and reflect on their interests and histories as readers. ● Use their own identities to select well-matched texts across genres. ● Identify when meaning breaks down and then work to clear up confusion. ● Understand that they will be able to read more deeply when they activate prior knowledge about the genre, author, and topic.

● Learn to determine the central idea of a text and how it is conveyed. ● Recognize the differences among books that entertain, inform, and persuade. ● Develop habits of mind for engaging in a variety of texts. ● Learn how to apply self-monitoring skills. ● Learn how to determine the meaning of challenging vocabulary words and phrases in text.	● Prepare for conversations through thinking, talking, and writing and will follow a clear protocol for conversations. ● Use collected thinking to start conversations in a variety of ways. ● Grow ideas about reading and use evidence from the text to support their ideas. ● Track time and amount read to gather data for their own reflection. ● Consider what they will read and when they will read it. ● Understand the importance of book recommendations and identify a book that would be worthy of a book talk. ● Jot down ideas and share with a partner using conversation protocol. ● Identify story elements as a strategy for building comprehension. ● Create a visual representation of a plot structure to understand plot development and to monitor and deepen their understanding. ● Reflect on reading logs to better understand their own stamina and pacing and the circumstances that best support their reading. ● Ask questions to notice elements of poetry and determine the meanings of poems. ● Use text features and the text itself to determine the main idea of a section and the central idea of the nonfiction text.

	● Reflect on learning in order to set goals and make plans for themselves in order to grow as readers.

Literature

Launching Reading Unit by Schoolwide Fundamentals, 2013
Aunt Chip and the Great Triple Creek Dam Fair by Patricia Polacco
Extreme Animals: The Toughest Creatures on Earth by Nicola Davies
Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
Shelf Life: Stories by the Book by Gary Paulsen
 	
Inclusivity/LGBTQ and Individuals with Disabilities Resources
LGBTQ
• Scholastic Magazine - True Stories
• Writer: Countee Cullen/"Tableau"
• "Bronx Masquerade" Nikki Grimes (identity/awareness)
• Writer: Danish Author Hans Christian Andersen Danish "The Emperor's New Clothes"
 	
Individuals with Disabilities
• Scholastic Magazine - True Stories
• Character: Percy Jackson in *The Lightning Thief* By Rick Riordan (dyslexia)
• *Wonder* by R.J. Palacio (acceptance/disabilities)
• Books/Selections for Independent Reading:
    ○ *The Kid Nobody Could Handle* by Kurt Vonnegut, Jr. (feeling of being left out/ not good enough)
    ○ Fish in a Tree by Lynda Mullaly Hunt (dyslexia)

Instructional Plan

Suggested Activities	**Resources**
Students will take part in a classroom, school and public library scavenger hunt in order to become familiar with the large variety of texts available for independent reading.	Scavenger hunt sheets, genre reference sheet
Students will fill out a reading survey, create favorite book and wish lists, practice reading independently to build	Reading survey, reading log, independent reading books

reading stamina and work with small groups to share and discuss.	
Students will consider reading spots and write stop and jot notes during independent reading with a book of their choice and at their level.	Post-its, reader's notebook, independent reading books
Students will participate in partner, small group and whole group discussions, using stop and jot notes, as well as, conversation guidelines in order to analyze story elements and author's literary devices.	Post-its, reader's notebook, independent reading books
Students will read a variety of self-selected reading books of various genres and reflect on their reading log by making relevant connections to support evidence and to show growth in applying strategies before, during and after reading.	Independent reading book, reader's notebook
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
English Language Learners ● Provide graphic organizers ● Extend time ● Reteach	

- Small group instruction
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Prompt and cue
- Activate schema
- Build background knowledge
- Provide pictures for vocabulary

Gifted and Talented
- Use higher level questioning
- Have students design questions
- Use choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"
- Expose to more sophisticated vocabulary
- Use reader response extension

Basic Skills
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters

- Prompt and cue
- Activate schema
- Build background knowledge

Economically Disadvantaged
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Prompt and cue
- Activate schema
- Build background knowledge

Special Education/504 Plans
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Preferential seating

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests or modify length
- Work in a small group

- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice

Unit 2: Nonfiction	**Duration:** 50 Days (November – January)

<table>
<tr><td colspan="2" align="center">Standards</td></tr>
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RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

      A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

      B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

      C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

      D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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.

Interdisciplinary Connections
Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.
http://www.state.nj.us/education/aps/cccs/career/

9.1 Personal Financial Literacy
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
● Identify different types of nonfiction text (Literary, Reference and Biography), recognize and use text features to determine importance and deepen understanding, and identify key signal words and elements of nonfiction structures (Description, Compare and Contrast, Chronological, Problem/Solution, Cause and Effect). ● Use a variety of strategies to figure out meanings of unfamiliar words while reading, monitor for understanding, and use fix-up strategies to clear up confusion (reread, word parts, text features, etc.). ● Determine author's purpose, make inferences to identify big ideas, identify and evaluate arguments	● How do nonfiction readers understand the types, features and structures of nonfiction? ● How can students self-monitor comprehension and use fix-up strategies when meaning breaks down? ● How do good readers analyze nonfiction to deepen understanding?

and claims, and synthesize ideas across multiple texts on the same subject.	
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* ● You are a graphic artist who has been hired to present on a topic of your choice at an upcoming conference. Create a brochure, website, Google Slides presentation, or any other visual that will teach and inform all about your topic. Be sure to include all non-fiction text features.	**Other Assessments** **Formative** ● Notebook check using a rubric ● Stop and Jots ● Reading Journals ● Observational checklist ● Classroom and partner discussion using rubric **Summative** ● Students will cite textual evidence from a cold read ● Students will engage effectively in a range of collaborative discussions using a behavior checklist. ● Mid-unit assessment ● Summative unit assessment **Benchmark** ● DRA2 ● Achieve 3000 Assessment **Alternative** • LLI Reading Records and Comprehension Questions • LLI Written Comprehension Responses • LLI Lesson Record Anecdotal Note Pages • LLI Reading Response Journals • LLI Conversation Rubric • Stop & Jot Sentence Starters • Student Conversation Rubric • Reader's Response Sentence Starters

	- Curriculum Based Assessments (CBMs) for fluency or comprehension - Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud - Alternative Summative Assessment - Reading A-Z Guided Level Assessments - Drawing a Picture to Show Comprehension with Verbal Explanation - Modified District Benchmark - ReadWorks.org Reading Level Appropriate Comprehension Quiz - Teacher Created/Modified Vocabulary Assessments - Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	**Skills**
Students will... - Read a variety of types of nonfiction, including reference, literary nonfiction, and biography - Use knowledge of genre, text structure, and text features to support understanding - Use comprehension strategies before, during and after reading to monitor and deepen comprehension - Employ a repertoire of strategies and self-monitoring skills to figure out unfamiliar vocabulary while reading - Use textual evidence to support thinking about nonfiction reading in both conversation and writing - Infer an author's purpose or viewpoint	*Students will be able to …* - Build schema for different types of and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. - Identify common nonfiction features in order to navigate nonfiction text. - Use understanding of text structures to support comprehension of nonfiction text. - Ask questions before, during, and after the reading of nonfiction text in order to monitor comprehension. - Determine the meaning of unfamiliar words using a variety of strategies. - Identify and author's point of view and purpose in a nonfiction text.

- Summarize and synthesize information to determine important ideas - Analyze the impact of the author's language choices on the meaning and tone of the text - Analyze and evaluate arguments presented in nonfiction texts - Synthesize and compare information across texts and in various formats - Determine and pursue meaningful goals for enhancing the reading of nonfiction	- Identify central idea and supporting details in a nonfiction text. - Monitor understanding of a text and use fix-up strategies when breaking down. - Read closely and paraphrase dense, complex text in order to build understanding. - Close read to identify factual information embedded in a story. - Identify signal words in order to support comprehension. - Examine the description text structure and identify signal words for this structure. - Trace the development of an argument in nonfiction text and evaluate the merits of its claims. - Synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. - Compare and contrast two text structures, in terms of their approaches to similar topics and themes. - Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources - Determine author's purpose, identify and evaluate arguments and claims in nonfiction texts.

Literature

Nonfiction Unit by Schoolwide Fundamentals; 2013
A Black Hole Is NOT a Hole by Carolyn Cinami DeCristofano

Can We Save the Tiger? by Martin Jenkins
Sky Boys: How They Built the Empire State Building by Deborah Hopkinson

Girls Who Looked Under Rocks: The Lives of Six Pioneering Naturalists by Jeannine Atkins
You Never Heard of Sandy Koufax?! by Jonah Winter
The Universe by Seymour Simon

Inclusivity/LGBTQ and Individuals with Disabilities Resources
Inclusivity: Marco and I Want to Play Ball: A True Story Promoting Inclusion and Self-Determination (Finding My Way)
Inclusivity: Emmanuel's Dream: The True Story of Emmanuel Fosa Yeboah
https://www.youtube.com/watch?v=47m4zaAttbI

Malala Activist for Girls' Education read aloud
https://www.youtube.com/watch?v=uXZso443qv0

Newsela: "Rewarding good behavior as a way to stop school bullying" https://newsela.com/read/schools-bullying/id/1154/

Instructional Plan	
Suggested Activities	**Resources**
Students will be using a non-fiction piece of your choice, identify text structures, text features, and type of nonfiction within your reading or in your reading notebook.	Scholastic Magazine, books, Achieve 3000, Kids Discover, post-its, Reading Notebook
Students will define unknown words using the context clues around the word to make a prediction, read ahead, or look at word-parts. Once you have made your prediction, verify in writing to check your understanding.	Post-its, notebook, bookmark, on-line recording
Students will determine author's point of view and purpose to explain how it is expressed through the text using a reference nonfiction piece and a literary nonfiction piece.	Skyboys: How They Built the Empire State Building by Deborah Hopkinson and "The Empire State Building" by Ed. Combs
Students will use multiple sources of various formats about similar non-fiction topics, paraphrase information to deepen understanding.	Internet, independent reading, Readworks articles, etc. Schoolwide lesson: Can We Save the Tiger?, Excerpts from *Zoobooks*
Students will imply comprehension strategies before, during, and after non-fiction independent reading.	Library, Zing, magazine articles, Appendix: Nonfiction Fix-up Strategies

Students will create goals for enhancing reading of non-fiction texts.	

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<tr><td>This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.</td><td>www.readworks.org/books/passages/paired-passages</td></tr>
<tr><td>Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.</td><td>www.flocabulary.com</td></tr>
<tr><td>Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed</td><td>www.zing.com</td></tr>
<tr><td>Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.</td><td>www.achieve3000.com</td></tr>
<tr><td colspan="2" align="center">Accommodations & Modifications</td></tr>
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English Language Learners
- Provide graphic organizers
- Allow extended time
- Reteach
- Provide small group/guided reading
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Prompting and cuing, activate schema, build background knowledge
- Review games for reinforcement

Basic Skills
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- Provide graphic organizers
- Extended time
- Re-teaching
- Small group
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text, summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters, prompting and cuing
- Activate schema, build background knowledge
- Review games for reinforcement

Economically Disadvantaged
- Provide graphic organizers
- Extended time
- Re-teaching
- Small group
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text, summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters, prompting and cuing
- Activate schema, build background knowledge
- Review games for reinforcement

Gifted and Talented
- Utilize higher level questioning
- Allow students to design questions
- Use a choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"

● Expose to more sophisticated vocabulary ● Allow reader response extension
Special Education/504 Plans ● Provide differentiated instruction as needed ● Follow all IEP modifications/504 plan ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● Access to audiobooks ● Review smaller sections of text with students to ensure understanding ● Provide notes for mini-lessons to put into student's notebooks ● Shorter writing assignments ● Preferential seating
Students at Risk of School Failure ● Provide peer tutoring ● Use a strong student as a "buddy" ● Allow extra time to complete assignments or tests or modify length ● Work in a small group ● One on one instruction ● Provide immediate praise and feedback ● Develop reward system ● Provide high interest topics ● Create a nurturing environment ● Provide needed academic resources ● Allow student choice

Unit 3: Fiction Unit	Duration: 55 days (February – April)

<div align="center">**Standards**</div>

RL 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RL 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RL 6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RL 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RL 6.7 Compare and contrast the experience of reading a story, drama or poem to listening to or viewing an audio, video, or live version of the text, including contrasting wheat they "see" and "hear" when reading the text to what they perceive when they listen or watch.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

   A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Interdisciplinary Connections
Visual and Performing Arts Standards

1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.

1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.
http://www.state.nj.us/education/aps/cccs/career/

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
Career Ready Practices
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
 ● Recognize the features of common types of fictional texts: fantasy, realistic and traditional literature (ex. folktales, fables, fairy tales, myths, etc.), and recognize the chronological text structure and techniques for showing passage of time ● Ask critical questions about texts, characters and themes to clarify thinking; discuss texts with partners, in small groups, or with whole class	 ● How do the elements of fictional text affect each other? ● How do good readers analyze fiction to deepen understanding?

Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* ● You are a playwright and you have been selected to write a portion of a story as a play to be performed at our town community theater. Choose your favorite novel and write a short script for the actors.	**Other Assessments** **Formative** ● Notebook check using a rubric ● Stop and Jots ● Reading Journals ● Observational checklist ● Classroom and partner discussion using rubric **Summative**

	● Mid-unit assessment ● Summative unit assessment ● Students will cite textual evidence from a cold read ● Students will engage effectively in a range of collaborative discussions using a behavior checklist. **Benchmark** ● DRA2 ● Achieve 3000 Assessment **Alternative** • LLI Reading Records and Comprehension Questions • LLI Written Comprehension Responses • LLI Lesson Record Anecdotal Note Pages • LLI Reading Response Journals • LLI Conversation Rubric • Stop & Jot Sentence Starters • Student Conversation Rubric • Reader's Response Sentence Starters • Curriculum Based Assessments (CBMs) for fluency or comprehension • Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud • Alternative Summative Assessment • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • Modified District Benchmark • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments

	• Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills	

Content	**Skills**
Students will... ● Recognize different types and structures of fiction (fantasy, traditional tales, and realistic) ● Identify common story elements and key details in fiction texts (characters, setting, plot, conflict and resolution) ● Understand the narrative, chronological structure of fiction (beginning, middle, and end) ● Understand how to read a dramatic play differently from a narrative fiction text ● Understand how the plot structure in a fiction text and how a particular sentence, chapter, or scene fits into the larger structure of a story ● Explain how writers develop the point of view of the narrator or speaker ● Ask questions to help clarify thinking and deepen understanding ● Use strategies before, during and after reading to enhance comprehension of texts ● Apply self-monitoring skills and strategies to determine the meaning of important vocabulary ● Identify a writer's tone and how it affects readers' emotional responses to a text ● Determine the themes of fiction stories ● Identify big ideas and supporting details within texts	*Students will be able to …* ● Identify elements of text structure, features of common types of fiction texts, draws inferences and cites evidence from the text through assessment and written response journals. ● Understand that fiction is often organized chronologically and will pay attention to time shift signals ● Recognize a narrator's point of view and how it is developed across a text and the influence a writer's point of view has on a story. ● Understand characters and consider how and why they change ● Recognize clues that reveal the conflict and how the conflict gets resolved. Also, students will differentiate between internal and external conflicts. ● Identify the setting's influence on the characters and conflict when reading historical fiction ● Identify the theme of a story, recognize that stories address larger themes and articulate big ideas that address the theme ● Compare and contrast two text structures, in terms of their approaches to similar topics and themes. ● Determine the meaning of unfamiliar and non-literal words and phrases as used in a text through context or other sources

● Compare texts in different forms that share similar themes and topics ● Deepen their understanding of author's purpose as it relates to the fiction genre	

Literature

Fiction Unit by Schoolwide Fundamentals, 2013
Just a Dream by Chris Van Allsburg
Claudette's Story by Ed Combs
Seedfolks by Paul Fleischman
The Circuit: Stories From the Life of a Migrant Child by Francisco Jimenez
Grandma's Pride by Becky Birtha

Inclusivity/LGBTQ and Individuals with Disabilities Resources
Inclusivity: Introduce the visual fictional story, *Julián Is a Mermaid* by Jessica Love
https://www.youtube.com/watch?v=sNjGIgpNk8k
Inclusivity: Historical fiction book recommendations
https://www.youtube.com/watch?v=Or4itXSzR9A
Inclusivity: *All Are Welcome* by Alexandra Penfold and Suzanne Kaufman
https://www.youtube.com/watch?v=mwS3FOn4-Ow

Instructional Plan

Suggested Activities	**Resources**
Students will use the reader's notebook to create a variety of charts to help support the meaning of fiction.	Reader's notebook, independent reading books
Students will utilize the stop and jot, and quick writes as a way to interact with their independent reading text.	Post-its, reader's notebook, independent reading book
Students will stop and jot to cite textual evidence and make relevant connections during reading independent books.	Post-its, reader's notebook, independent reading book

Students will work with partners to identify story elements and characters' changes in their independent book.	Plot Diagram, reader's notebook, independent reading book
Students will examine their own independent reading books to uncover symbolism, themes, point of view and, compare and contrast, when applicable.	Venn Diagrams, reader's notebook, independent reading book
To help students increase their comprehension through visualization and fluency abilities, students will participate in and act out a reading reader's theaters scripts of their reading level and choice. Using the structural component of plays, students will practice and plan their performance. Students will practice using their vocal rate, pitch, and volume to further develop their characters feelings, emotions, and the meaning of their acts.	https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com

Accommodations & Modifications
English Language Learners ● Provide graphic organizers ● Allow extended time ● Reteach ● Small group instruction ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Chunk text ● Summarize as you go ● Preview lesson ● Highlight key words ● Use sentence starters, prompting and cuing ● Activate schema, build background knowledge
Basic Skills ● Provide graphic organizers ● Allow extended time ● Reteach ● Small group instruction ● Provide extra time ● Pre-teach vocabulary ● Use visuals and gestures ● Chunk text ● Summarize as you go ● Preview lesson, highlight key words ● Use sentence starters, prompting and cuing ● Activate schema, build background knowledge
Economically Disadvantaged ● Provide graphic organizers ● Allow extended time ● Reteach

- Small group instruction
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson, highlight key words
- Use sentence starters, prompting and cuing
- Activate schema, build background knowledge

Gifted and Talented
- Use higher level questioning
- Students design questions
- Utilize choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"
- Expose to more sophisticated vocabulary
- Allow reader response extension

Special Education/504 Plans
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Allow access to leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics

● Create a nurturing environment
● Provide needed academic resources
● Allow student choice

Unit 4: Science	Duration: 35 days (May – June)

Standards

RI 6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI 6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SL 6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL 6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL 6.3 Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

   A. 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").
   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.

Interdisciplinary Connections
Next Generation Science Standards

MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.
http://www.state.nj.us/education/aps/cccs/career/

9.1 Personal Financial Literacy
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9.2 Career Awareness, Exploration, and Preparation
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education
This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP7. Employ valid and reliable research strategies.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
● Use nonfiction text features and structures to build knowledge, take notes to keep track of research,	● How can important facts be identified in researching and taking notes?

and use comprehension strategies before, during and after reading. ● Use inquiry strategies to pose clarifying questions, investigate hypotheses, and build enduring content understanding from books, articles, videos and websites. ● Analyze and evaluate information from visual representations of science concepts (illustrations, diagrams, models, and data charts). ● Clearly communicates information, both orally and in writing, and demonstrates content understanding to an audience.	● How can scientific information be gathered from a variety of sources and apply it to their scientific research? ● How can readers of science interpret information from visual representations of concepts? ● How can science research be communicated effectively to an audience?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* ● You are a meteorologist hired by a local T.V. station. Create a videotaped authentic weather forecast with a weather map background, utilizing proper symbols and jargon. ● You are a park ranger who is speaking to children on a class trip to the park. Create a public service announcement about a type of extreme weather and explain how to best survive using researched information.	**Other Assessments** **Formative** ● Notebook check using a rubric ● Stop and Jots ● Reading Journals ● Observational checklist ● Classroom and partner discussion using rubric **Summative** ● Mid-project rubric check ● Public Service Announcement ● Summative Unit Test **Benchmark** ● DRA2 ● Achieve 3000 Assessment **Alternative**

	- LLI Reading Records and Comprehension Questions - LLI Written Comprehension Responses - LLI Lesson Record Anecdotal Note Pages - LLI Reading Response Journals - LLI Conversation Rubric - Stop & Jot Sentence Starters - Student Conversation Rubric - Reader's Response Sentence Starters - Curriculum Based Assessments (CBMs) for fluency or comprehension - Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud - Alternative Summative Assessment - Reading A-Z Guided Level Assessments - Drawing a Picture to Show Comprehension with Verbal Explanation - Modified District Benchmark - Science A-Z Assessments - ReadWorks.org Reading Level Appropriate Comprehension Quiz - Teacher Created/Modified Vocabulary Assessments - Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	**Skills**
Students will... Read a variety of types of content area texts, including reference nonfiction, fiction, and a variety of articles	*Students will be able to …* Understand the context of and purpose for reading and learning in the content areas.

● Use knowledge of genre, text structure, and text features to support understanding ● Use comprehension strategies before, during, and after reading to monitor and deepen comprehension ● Use many strategies to define and apply challenging academic and domain-specific vocabulary while reading, discussing and writing ● Infer an author's purpose or viewpoint ● Determine important details in texts to summarize and notate key ideas and concepts ● Construct questions, give reasons, and share findings ● Analyze and interpret data, construct scientific explanations ● Obtain, evaluate and communicate information and then synthesize information across texts and in various format ● Write and publish a public service announcement about their topic of study while researching and using facts to develop their points ● Orally present their public service announcement with attention to purpose and audience	● Learn how essential questions help them build critical thinking skills and an understanding of extreme weather ● Build their content understanding by reading a variety of texts and identify the causes of extreme weather and key details to understand how they are formed and how they interact with one another ● Analyze scientific research and identify evidence of global warming and techniques for data collection. ● Comprehend complex information and processes of science by using sketching and diagrams to support thinking ● Understand that individuals contribute to scientific progress ● Understand that the field of science is filled with stories of obstacles and individuals who help overcome those obstacles. Identify and analyze weather-related problems that people have faced and the solutions that individuals have attempted ● Cites relevant textual evidence to support thinking about reading ● Draw on information from a variety of sources and integrate information from a visual source and a written text in order to deepen their understanding of extreme weather ● Identify a topic of interest and list questions for investigation in order to frame their research and create a public service announcement ● Provide sufficient information to inform and persuade their audience. Identify and gather missing information to prepare for their PSAs. ● Compose their PSAs with a clear central idea and organization that will support their purpose.

	● Revise their PSAs and pay close attention to the language they use, voice, sentence structure and presentation.

Literature

Extreme Weather Unit by Schoolwide Fundamentals, 2013
Terrible Twister by Kathryn Hulick
Articles from Cobblestone Magazine issue titled "The Perfect Storm," March 2012 by Cobblestone Magazine
Tsunamis: Earth's Power by David and Patricia Armentrout
We Should Have, But We Didn't by Erica Denman

Instructional Plan

Suggested Activities	**Resources**
Students will use a variety of graphic organizers and their writer's notebooks as a place to identify and record key information	Writer's notebooks, mentor texts, independent books
Students will use a variety of genres to compare and contrast information as a way to deepen understanding of extreme weather	Variety of poems, short shared texts and other digital or paper sources
Students will build understanding by tracking their thinking of the most important information through graphic organizers, reader's notebooks, sketches, etc.	Graphic organizer, post-it notes, reader's notebooks
Students will read various self-selected books on the topic of extreme weather in a variety of sources	Self-selected books, articles, Zing! classroom library, public library
Students will use a variety of tools or strategies to help define or determine the meaning of unfamiliar words to deepen understanding of extreme weather	List of domain-specific words, Vocab app

Websites

This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages

Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com

Accommodations & Modifications

English Language Learners
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time
- Pre-teach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Utilize prompting and cuing
- Activate schema, build background knowledge

Basic Skills
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time

- Reteach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Use prompting and cuing
- Activate schema, build background knowledge

Economically Disadvantaged
- Provide graphic organizers
- Allow extended time
- Reteach
- Small group instruction
- Provide extra time
- Reteach vocabulary
- Use visuals and gestures
- Chunk text
- Summarize as you go
- Preview lesson
- Highlight key words
- Use sentence starters
- Use prompting and cuing
- Activate schema, build background knowledge

Gifted and Talented
- Use higher level questioning
- Allow students to design questions
- Provide choice board to extend learning
- Expand their reading bookshelf for a "variety of genres"
- Expose to more sophisticated vocab (Tier 3 vocab)
- Allow reader response extension

Special Education/504 Plans
- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Shorter writing assignments
- Preferential seating

Students at Risk of School Failure
- Provide peer tutoring
- Use a strong student as a "buddy"
- Allow extra time to complete assignments or tests or modify length
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Develop reward system
- Provide high interest topics
- Create a nurturing environment
- Provide needed academic resources
- Allow student choice