

## Grade 6 ELA Curriculum

<b>Subject</b>	Language Arts		
<b>Grade/Course</b>	Grade 6		
<b>Unit of Study</b>	Unit 1: <a href="#">Turning Every Kid into a Reader-Really</a> (Teachers College <a href="#">Online Resource</a> )/Personal Narrative: Crafting Powerful Life Stories (Book 1) (Title is linked to If/Then Lessons)		
<b>Pacing</b>	September - Mid October  The reading and writing units unfold over approximately 10 and 17 sessions, respectively, with a suggested timeline of approximately 3-4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.		
<b>Unit CT Core Content Standards</b>			
<b>Reading Foundational Skills</b>			
N/A			
<b>Reading: <a href="#">Literature and Informational</a></b>	<b><a href="#">Writing</a></b>	<b><a href="#">Speaking/Listening</a></b>	<b><a href="#">Language</a></b>
<a href="#">RL.6.1</a> Cite textual evidence to support explicit/inferences  <a href="#">RL.6.10</a> Grade appropriate stories, drama, poetry	<a href="#">W.6.3</a> Narrative that uses effective technique, relevant details, well-structured event sequences  <a href="#">W.6.4</a> Produce clear/coherent writing with development, organization appropriate to task, purpose, audience  <a href="#">W.6.5</a> Develop and strengthen through planning, revising, editing or trying new approach	<a href="#">SL.6.1</a> Range of collaborative discussions, prepared, agreed upon rules, pose/respond to questions, review ideas expressed explain own ideas  <a href="#">SL.6.4</a> Present claims/findings, using logically sequenced facts/details with eye contact, volume, clear pronunciation  <a href="#">SL.6.6</a> Adapt speech to a variety of contexts and tasks	<a href="#">L.6.1</a> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  <a href="#">L.6.2</a> Command of standard capitalization, punctuation, spelling  <a href="#">L.6.3</a> Vary sentence patterns, maintain consistency in tone/style

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Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> <li>1. How can I develop a growth mindset as a reader to help me see myself becoming a more powerful reader?</li> <li>2. How can I develop reading habits that will take me to the next level as a reader while increasing my knowledge, creativity, and worldly awareness?</li> <li>3. How can I take charge of my reading life by using expert strategies, choosing books purposefully, and committing to reading work?</li> <li>4. How can I use experiences in my life to write honest and precise personal narratives?</li> </ol>	<ol style="list-style-type: none"> <li>1. Readers will put themselves in a growth mindset, building a positive relationship with reading and setting ambitious, feasible goals.</li> <li>2. Readers develop reading habits that will take them to the next level. This means increasing power, creativity, and knowledge of the world by reading a variety of genres in both fiction and non-fiction resources.</li> <li>3. Readers take charge of their reading lives with increased expertise by sharing their new learning and ideas with other peers.</li> <li>4. Narrative writers are inspired to write about their own experiences in life by recounting moments in their lives and mapping key events by using outlines and graphic organizers. Writers admire, study and emulate techniques authors use in mentor texts, such as using dialogue, inner thinking, precise actions and setting details to develop the important parts of a story.</li> </ol>

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<b>Reading Bends</b>	<b>Writing Bends</b>
<p><b>Bend 1:</b> In bend one, students will put themselves in a growth mindset. Students build a positive relationship with reading by using strategies to find and enjoy good books and share them with friends. The students will set ambitious yet feasible goals to raise the level of their reading.</p> <p><b>Bend 2:</b> In bend two, students will notice the emotions of the characters in their books and what causes them. Readers will notice main characters' differing perspectives and emotions. Readers will also set up goals to stay in the zone when they are reading, by using good routines to maximize their time to read.</p> <p><b>Bend 3:</b> In bend three, students move from getting ready to read to the intense business of reading deeply. Students will experience the social aspect of reading by partnering to discuss their books. Students develop the skills to monitor their own comprehension.</p>	<p><b>Bend 1:</b> Students recognize that their experiences are worth writing about and draw upon what they already know about narrative writing. In this bend, students write at least one long (two-page) flash-draft personal narrative each day, and more for homework. Students learn from close reading of a mentor text, "Everything Will Be Okay" by James Howe, to raise the quality of their own writing.</p> <p><b>Bend 2:</b> In this bend, students select a seed idea to take through the writing process. Students focus on craft and revision in order to communicate meaning and learn that the same story can be told differently, depending on the theme the writer wants to bring out. Students work toward substantial revisions, using their writer's notebooks as a place to deliberately practice the techniques and skills they want to see in their writing, such as elaborating or incorporating meaningful flashbacks.</p> <p><b>Bend 3:</b> Students begin a new cycle of writing and progress through the writing process with more independence, keeping an eye on their goals and making use of their many writing tools. Students continue to develop their skills at analyzing and annotating mentor texts and emulating the craft moves of published authors. Students learn to slow down the problem in their story and build tension and the ways that writers create resolutions that connect to the big meaning of their story.</p>
<b>Teaching Points</b>	
<b>Reading</b>	<b>Writing</b>
<p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Find different reasons to read</li> <li>2. Develop a growth mindset</li> </ol>	<p><b>Bend 1:</b></p> <ol style="list-style-type: none"> <li>1. Study mentor texts and try those same strategies in your own writing</li> </ol>

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<p>3. Collect books you want to read</p> <p><b>Bend II:</b></p> <p>4. Consider what thinking you'll do during reading</p> <p>5. Set reading goals to increase volume and stamina</p> <p>6. Set goals to maximize time to read</p> <p><b>Bend III:</b></p> <p>7. Form partnerships to share reading work</p> <p>8. Envision unfamiliar characters and places during reading stories</p> <p>9. Pay attention during reading and apply fix-it strategies</p> <p><b>Bend IV:</b></p> <p>10. Expectations for good reading partnerships</p> <p>11. The kind of work you can do as readers to be prepared for book talks</p> <p>12. What do good reading partner talks look like and sound like?</p> <p>13. Tools for Teachers: Summarize, Summarize, Sum, Sum, Summarize</p> <p>14. Tools for Teachers: Say What? Language Usage and Meaning</p> <p>15. Setting</p> <p>16. Problem</p> <p>17. Point of view</p> <p>18. Celebration</p>	<p>2. Think of a place that matters to you to generate story ideas</p> <p>3. Jot moments that really matter (e.g., moments when you realized or learned something significant)</p> <p>4. Tell the details of the story from the narrator's point of view</p> <p>5. Admire, study and emulate writing of other authors</p> <p>6. Use a checklist to self-assess and set new goals</p> <p><b>Bend II:</b></p> <p>7. Rehearse for writing by trying several leads</p> <p>8. Capture mental rehearsal of a story in a flash-draft</p> <p>9. Use your writer's notebook to practice techniques and skills</p> <p>10. Rewrite to hint at the larger meaning early on in the story and develop the deeper meaning throughout the story (e.g., Ask: What is my story <i>really</i> about?)</p> <p>11. Elaborate on important scenes and add new flashbacks</p> <p>12. Use tools available to help with final revisions and editing</p> <p><b>Bend III:</b></p> <p>13. Make and follow a work plan for writing</p> <p>14. Slow down and stretch out a story's problem</p> <p>15. Create resolutions that connect to the story's big meaning</p> <p>16. Edit sentences for rhythm and meaning</p> <p>17. Celebration</p>
<b>Word Study Topics</b>	
<a href="#">Words Their Way Scope and Sequence</a>	

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This chart shows the skills presented in Words Their Way®: Word Study in Action. The first column lists the word features. The subsequent columns indicate the Words Their Way level or levels at which the word features are covered.

When implementing word study in the classroom, it is important to understand the progression of the stages of spelling development. It will help teachers determine which word study activities are most appropriate for students. The methodology of the professional development book Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction is based on the progression of these developmental stages. Please click on the following link for more information on these stages in relation to Words Their Way. [Words Their Way: Word Study in Action](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

### **Evidence of Learning - Assessment**

[TC High Leverage Reading Assessment](#)

*\*See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

### **Smarter Balanced Assessment Resources**

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Explanatory Performance Task Writing Rubric](#) (Grade 6-11)

[Smarter Balanced Argumentative Performance Task Writing Rubric](#) (Grade 6-11)

### **Smarter Balanced Interim Blocks**

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy. The interim assessment items are non-secure but non-public. This means that educators may view the items, however, they should not be made public outside of classroom, school or district use.

### **Unit-aligned Smarter Balanced Interim Assessment Block (IAB)\*:**

**IAB - ELA Grade 6-Brief Writes-** [CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

*\*Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support*

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<i>the creation of unit- and standard-aligned items for instructional use.</i>		
<b>Pre/Post Assessment</b>	<b>Interim Assessment</b>	<b>Additional Evidence of Learning</b>
<p>Reading:</p> <ul style="list-style-type: none"> <li>● <a href="#">Teachers' College Running Records for levels L - Z</a></li> <li>● <a href="#">Grade 6 Narrative Reading Learning Progression*</a></li> </ul> <p>Pre-assessment -</p> <ul style="list-style-type: none"> <li>● Evaluate each student, conducting individual running records or similar assessments of what level of texts your sixth grade students comprehend and what skills they bring to that comprehension.</li> <li>● If it's difficult to assess each student individually, you might print out three levels of TC reading assessments for sixth grade - levels R, V, Y, and have the students choose a text that feels right for them, read it and answer the questions in writing, and if that felt easy, do another one.</li> </ul> <p>Post assessment -</p> <ul style="list-style-type: none"> <li>● You might repeat the pre-assessment of conducting individual running records, or invite students to read a text at their independent level and answer the same questions in</li> </ul>	<ul style="list-style-type: none"> <li>● Running Records if students are reading below <a href="#">benchmark</a></li> <li>● <a href="#">WPM rate benchmark chart</a></li> <li>● <a href="#">Narrative Reading Learning Progression*</a></li> <li>● <a href="#">Narrative Writing Learning Progression*</a></li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● Observation of small group work</li> <li>● <a href="#">F&amp;P Continuum of Literacy Question Stems by GRL</a></li> <li>● <a href="#">Daily reading log sheet</a></li> <li>● <a href="#">Exit tickets</a></li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>● Conferring notes</li> <li>● <a href="#">Narrative Conferring Scenario Chart*</a></li> <li>● Observation of small group work</li> <li>● Student work: One or more student work samples for each writing session*</li> <li>● Writing About Reading in Reader's Notebooks</li> <li>● <a href="#">Narrative Writing Checklist*</a></li> <li>● <a href="#">Checklist: Questions to Ask Yourself As You Edit*</a></li> </ul>

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<p>writing that will elicit evidence of their deep thinking as a reader.</p> <ul style="list-style-type: none"> <li>You might also ask students to review reading logs to identify evidence of growth, reflect on learning and set goals.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li><a href="#">On-Demand Performance Assessment Prompt*</a></li> <li><a href="#">Narrative Writing Checklist*</a></li> <li><i>Writing Pathways</i> performance assessments for Narrative*: <ul style="list-style-type: none"> <li>- <a href="#">performance assessments for Narrative</a></li> <li>- <a href="#">writing rubrics</a></li> <li>- <a href="#">student writing sample</a></li> <li>- <a href="#">writing developed through the progression</a></li> </ul> </li> </ul>		
<b>Learning Plan</b>		
<b>Researched-based Instructional Resources and Methods</b>		
<p>The reading and writing workshop model is a <a href="#">researched-based instructional model</a>.</p> <p>See <i>A Guide to the Reading Workshop Model: Intermediate Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under "Latest News and General Information." This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> <li>the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link</li> <li>the architecture of a conference and small group work: mid-workshop teaching</li> <li>share/whole group processing</li> <li>setting up and provisioning the reading workshop</li> </ul>		

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<p>The Heinemann online resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>	
<h3>Anchor Charts</h3>	
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>	
<h4>Reading</h4>	<h4>Writing</h4>
<p>“We Turn Ourselves Into More Powerful Readers By ...”</p> <ul style="list-style-type: none"> <li>● Recognizing many different reasons for reading.</li> <li>● Developing a growth mindset.</li> <li>● Finding books by all possible means.</li> <li>● Identifying thinking work for reading.</li> <li>● Achieving “reading zone” each day.</li> <li>● Using records to reflect upon reading.</li> <li>● Maximize reading time.</li> <li>● Finding friends to read with, support us, share with.</li> </ul> <p>“Fix up Strategies for Reading”</p> <ul style="list-style-type: none"> <li>● Going back to the cover and blurb to orient yourself to the story</li> <li>● Rereading the very beginning of the book</li> <li>● Going back to the start of the chapter</li> <li>● Doing some writing about reading, including timelines/charts/lists to keep track of details, scenes, characters, conflicts</li> <li>● Talking to a partner about the book</li> <li>● Getting a different book and waiting to read this one later</li> </ul>	<p><a href="#">Narrative Writers Aim Toward Goals Such As . . .</a>  <a href="#">Narrative Writers Use Techniques Such As . . .</a>  <a href="#">Anchor chart: How to Write Powerful Personal Narratives</a></p>
<h3>Instructional Moves</h3>	
<p>Burke, James (Jim) R. (Robert). <i>The Common Core Companion: The Standards Decoded, Grades 6-8: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>	
<h4>Possible Student Challenges</h4>	<h4>Teacher Moves</h4>
<p>Cite textual evidence</p>	<ol style="list-style-type: none"> <li>1. Offer set examples of evidence with different degrees of specificity and quality, ask them to choose and defend their choice</li> <li>2. Model choosing evidence and</li> </ol>

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	discuss/defend your choice
Make logical inferences	<ol style="list-style-type: none"> <li>1. Take what they learn (from the text) to what they already know (about the subject) then confirm that their reasoning is sound based on evidence which supports their inferences.</li> <li>2. Think aloud about the process, then have students find and use evidence to support their thinking.</li> </ol>
Write about real or imagined experiences	<ol style="list-style-type: none"> <li>1. Read a diverse sampling of narratives, examples of what you want them to write.</li> <li>2. Guide students through the process of creating storyboards, story maps, or other graphic form.</li> <li>3. Generate or provide a list of story elements.</li> <li>4. Consider allowing students to incorporate illustrations.</li> </ol>
Sequence events in a coherent way	<ol style="list-style-type: none"> <li>1. Create sticky notes or index cards one event per card and arrange and rearrange, discussing as you do, to determine the most effective sequence.</li> <li>2. Create a series of slides, with notes and images, which can be manipulated to create the best story.</li> </ol>
Participate in conversations	<ol style="list-style-type: none"> <li>1. Have students investigate specific questions prior to a discussion.</li> <li>2. Provide sentence templates with the language needed to enter discussions (I agree with what Mary was saying about _____ ...)</li> <li>3. Review conversation rules, roles and responsibilities.</li> <li>4. Keep a record of the exchange, indicating who responds, initiates or extends, use this to assess and provide feedback.</li> </ol>
Show command of English grammar and usage	<ol style="list-style-type: none"> <li>1. Cultivate an environment of linguistic wonder and respect rather than fear.</li> <li>2. Invest in and continually add to your knowledge of language, grammar, and usage, and share it with your students.</li> <li>3. Model correct language usage for your students in every communicate.</li> <li>4. Require that students use conventional language in their speaking and writing.</li> </ol>

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<b>Mentor, Demonstration, Read-aloud, Shared Texts</b>	
<b>Reading</b>	<b>Writing</b>
<p>May include other similar texts of the appropriate grade level band</p> <p><b>Demonstration Texts</b>            “My Side of the Story” by Adam Bagdasarian            “The Fight” by Adam Bagdasarian            Stories from “Guys Write for Guys Read” - first person narratives that could also serve as mentors for personal narratives.</p> <p><b>Read-Aloud and Shared Reading Texts</b>  <a href="#">Teachers College Suggested Read Aloud Titles K-8</a></p> <p><b>Suggested Texts and Resources</b></p> <p><u>High-Interest Series and Authors for Middle School</u>  <i>The Edge Chronicles</i> (R–U) Stewart and Riddell  <i>The City of Ember</i> (R–U) Jeanne DuPrau  <i>Deltora Quest</i> (R–T) Emily Rodda  <i>Warriors</i> (R–S) Erin Hunter  <i>The Chronicles of Narnia</i> (T–U) C. S. Lewis  <i>Rowan of Rin</i> (T–U) Emily Rodda  <i>The Ranger’s Apprentice</i> (T–U) John A. Flanagan  <i>Gregor the Overlander</i> (U–V) Suzanne Collins  <i>A Series of Unfortunate Events</i> (U–V) Lemony Snicket  <i>Artemis Fowl</i> (W–X) Eoin Colfer  <i>Forged by Fire</i> (U–W) Sharon M. Draper  <i>Percy Jackson and the Olympians</i> (U–W) Rick Riordan  <i>The Dark Is Rising</i> (X) Susan Cooper  <i>Redwall</i> (Y–Z) Brian Jacques  <i>Harry Potter</i> (V–Z) J. K. Rowling  <i>The Golden Compass</i> (Y–Z) Philip Pullman            Chris Crutcher’s novels            Gary Paulsen’s novels            Gordon Korman’s series</p> <p><u>High-Interest Nonfiction Author and Publisher Sets for Middle School</u>            Wicked History Series            Seymour Simon’s Science Titles</p>	<p><b>Mentor Text</b>  <a href="#">“Everything Will Be Okay” by James Howe</a> (Refer to CD-ROM Sessions 5, 9, 11, 13, 14)</p> <p><b>Exemplar</b>            Student writing exemplar: “Look Up and Watch the Show,” (Refer to CD-ROM Session 6)</p> <p><b>Suggested Texts and Resources</b>  <i>“The House on Mango Street”</i> by Sandra Cisneros  <i>Homesick</i> by Jean Fritz  <i>Heads or Tails: Stories from the Sixth Grade</i> by Jack Gantos            Jack Gantos website:  <a href="http://www.jackgantos.com/tips">http://www.jackgantos.com/tips</a></p>

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<p>You Wouldn't Want to Be . . . Series Fact Meets Fiction Series Uncover Books Wildlife Series</p> <p><u>Series for Lower-Level Readers</u> <i>The Werewolf Club</i> (L) David Pinkwater <i>The Unicorn's Secret</i> (M) Kathleen Duey <i>The Secrets of Droon</i> (M–O) Tony Abbott <i>Time Warp Trio</i> (P) Jon Scieszka <i>Dragon Slayer's Academy</i> (N–P) Kate McMullan <i>The Spiderwick Chronicles</i> (Q–R) DiTerlizzi and Black</p> <p><u>High-Interest Nonfiction for Lower-Level Readers</u> Gail Gibbons' Titles DK Readers Series</p>	
<b>Read-Aloud &amp; Shared Reading</b>	
<p><b>Read-Aloud goals</b> Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading Process the text Whole-class book talk</p> <p><b>Read-Aloud process:</b> Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p><b>Shared reading goals</b> Practice using meaning, structure, visuals (MSV) to solve new words</p> <p><b>Shared reading process:</b> Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
<b>Vocabulary</b>	
*Vocabulary identified in <a href="#">Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</a>	
<b>Tier 2 (Academic Vocabulary)</b>	<b>Tier 3 (Domain Specific Vocabulary)</b>
ambitious emulate expertise explicit	blurb flashback* flash-draft lead/effective beginnings and endings*

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<p>growth mindset inference maximize perspective pivotal stamina strategy tension traits vivid</p>	<p>narrative/narrative writing* narrator* pre-write* point of view/viewpoint* re-angling resolve/resolution* sensory details/language* sequence of events*</p>
<b>Suggestions for Differentiation, Scaffolding and Intervention</b>	
<p><a href="#">CT Dept. of Education Evidence-based Practice Guides</a> – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</p>	
<p>Use individual student performance data to inform intervention in small group and conferring work.</p>	
<p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study</i> books and <a href="#">online resources</a></p>	
<ul style="list-style-type: none"> <li>● There are three units in the <i>Up the Ladder</i> series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might not have had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the <i>Up the Ladder</i> series are shorter and simpler than those in the writing Units of Study.</li> </ul>	
<p><a href="#">Effective Intervention Strategies for Teachers</a></p>	
<ul style="list-style-type: none"> <li>● Use grouping</li> <li>● Use feedback, reinforcement and recognition</li> <li>● Use similarities and differences</li> <li>● Use advanced organizers such as graphic organizers</li> <li>● Provide feedback</li> <li>● Use summary and note taking</li> <li>● Use hands-on, non-linguistic representations</li> </ul>	
<p><a href="#">Meeting Students’ Needs Through Scaffolding</a></p>	
<ul style="list-style-type: none"> <li>● Identify, bold, and write in the margins to define words that cannot be understood through the context of the text</li> <li>● Chunk long readings into short passages (literally distributing sections on index cards, for example), so that students see only the section they need to tackle</li> <li>● Encourage/enable students to annotate the text, or—if they can’t write directly on the text—providing sticky notes or placing texts inside plastic sleeves</li> <li>● Supply sentence starters so all students can participate in focused discussion</li> <li>● Place students in heterogeneous groups to discuss the text and answer text-dependent questions</li> <li>● Provide task cards and anchor charts so that expectations are consistently available</li> <li>● Highlight key words in task directions</li> </ul>	

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### Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

### Assistive Technology

#### Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results if they need to be turned in)
- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.
- If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

#### Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

### English Learners

#### Colorin Colorado

#### CT English Learner Proficiency Standards, Linguistic Supports

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

### Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading

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- Use of technology and the web

### **Interdisciplinary Connections**

#### Social Studies Grade 6 Topics

World Regional Studies: the West (using the lens of geography to examine past and present features of people and nations in different regions of the world), including: Middle America and the Caribbean, South America, Western Europe and Eastern Europe. Consider opportunities for students to read/write on related topics.

NGSS Middle School Science includes topics related to physical science, life science, earth and space sciences and engineering. Science and Engineering Practices include analyzing and interpreting data, constructing explanations and engaging in argument from evidence. Consider opportunities to read, write, and communicate about related topics.

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