**6th Grade ELA Curriculum for Students with ASD**

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**Weeks 1-4: Advanced Narrative Writing**

**Focus**: Building on narrative writing skills with more complex character arcs and plots.

* **Week 1: Writing Multi-Dimensional Characters**
	+ **Activity**: Write characters with detailed motivations, goals, and conflicts.
	+ **Hands-On**: Create character “mood boards” using magazines or digital images that represent the character’s traits.
	+ **Break**: Quiet time with sensory jars or soft fidget toys for 5 minutes to unwind.
* **Week 2: Building Complex Settings**
	+ **Activity**: Write settings that include sensory details to create an immersive world.
	+ **Hands-On**: Use fabric swatches or textured paper to create a “setting board” where students can feel the textures they imagine in their story’s world.
	+ **Break**: A calming sensory activity like listening to nature sounds or stretching exercises.
* **Week 3: Developing Detailed Plots**
	+ **Activity**: Write a plot outline that includes multiple events, conflicts, and resolutions.
	+ **Hands-On**: Use a large timeline poster or felt board to visually lay out the events of the plot.
	+ **Break**: Time with a calming book or video with soft, sensory-friendly visuals.
* **Week 4: Writing and Revising the Short Story**
	+ **Activity**: Write a complete short story with multi-dimensional characters, settings, and plots.
	+ **Hands-On**: Use colored pencils to create an accompanying storyboard for the story.
	+ **Break**: A 5-minute guided meditation or relaxation exercise to promote focus without sensory overload.

**Weeks 5-8: Expository and Informational Writing**

**Focus**: Writing structured informational essays with clear main ideas and supporting details.

* **Week 5: Choosing a Topic and Conducting Research**
	+ **Activity**: Select a research topic and gather reliable information.
	+ **Hands-On**: Create a “research board” with sticky notes or cutouts to organize facts and ideas.
	+ **Break**: Listen to calming instrumental music or spend 5 minutes with a sensory-friendly toy (e.g., soft fidget cube).
* **Week 6: Writing a Structured Essay**
	+ **Activity**: Write an expository essay with an introduction, body, and conclusion.
	+ **Hands-On**: Use graphic organizers (e.g., a flowchart) to plan out the essay structure.
	+ **Break**: Short stretching exercises or quiet time with tactile materials (e.g., soft clay).
* **Week 7: Revising and Editing the Essay**
	+ **Activity**: Revise the essay for organization, clarity, and detail.
	+ **Hands-On**: Use a checklist to guide revisions, focusing on paragraph transitions and evidence support.
	+ **Break**: A brief sensory-friendly activity like drawing or coloring.
* **Week 8: Sharing and Reflecting on the Essay**
	+ **Activity**: Share the essay with a peer or teacher for feedback.
	+ **Hands-On**: Create a small poster or visual aid to accompany the essay presentation.
	+ **Break**: Soft, calming activity like listening to a quiet story or reading.

**Weeks 9-12: Persuasive Writing**

**Focus**: Crafting persuasive essays with strong arguments and supporting reasons.

* **Week 9: Understanding Persuasion and Arguments**
	+ **Activity**: Learn about persuasive techniques and write a short argument.
	+ **Hands-On**: Create a “persuasion tree” where the main argument is the trunk and supporting reasons are the branches.
	+ **Break**: Listen to relaxing nature sounds or use calming tactile tools like a stress ball.
* **Week 10: Writing Persuasive Paragraphs**
	+ **Activity**: Write a persuasive paragraph using a clear argument and supporting reasons.
	+ **Hands-On**: Use index cards to visually organize arguments and evidence, moving them around as needed.
	+ **Break**: Time with sensory-friendly toys or quiet stretching exercises.
* **Week 11: Strengthening Persuasive Arguments**
	+ **Activity**: Revise the persuasive paragraph, focusing on the strength of the argument and clarity of reasoning.
	+ **Hands-On**: Color-code parts of the paragraph (e.g., the argument, evidence) to visualize the essay’s structure.
	+ **Break**: A 5-minute mindfulness exercise, focusing on breathing and calming the mind.
* **Week 12: Revising and Sharing Persuasive Writing**
	+ **Activity**: Share the persuasive essay with a peer or teacher for feedback.
	+ **Hands-On**: Create a poster or simple diagram to support the persuasive argument visually.
	+ **Break**: Quiet, sensory-friendly time with soft music or reading materials.

**Weeks 13-16: Research Writing**

**Focus**: Writing a more complex research paper with multiple sources and detailed information.

* **Week 13: Researching Multiple Sources**
	+ **Activity**: Learn how to gather information from various sources (books, articles, etc.).
	+ **Hands-On**: Create a “research binder” with sections for notes, images, and citations.
	+ **Break**: Quiet time with calming sensory items like a soft fidget toy or listening to instrumental music.
* **Week 14: Organizing Research**
	+ **Activity**: Use graphic organizers to categorize research into main ideas and supporting details.
	+ **Hands-On**: Use sticky notes or index cards to group similar ideas and reorganize them as necessary.
	+ **Break**: Sensory-friendly relaxation activity such as listening to quiet music or watching a calming visual.
* **Week 15: Writing a Research Paper**
	+ **Activity**: Write a research paper with an introduction, body, and conclusion.
	+ **Hands-On**: Create a simple infographic or chart to accompany the research paper.
	+ **Break**: A 5-minute quiet activity with a sensory toy or fidget tool.
* **Week 16: Revising and Editing**
	+ **Activity**: Revise the research paper for accuracy, structure, and clarity.
	+ **Hands-On**: Use a checklist or feedback from a peer to guide revisions.
	+ **Break**: Quiet reflection or gentle movement/stretching exercises.

**Weeks 17-20: Creative Writing**

**Focus**: Encouraging imagination through poetry, short stories, and creative projects.

* **Week 17: Exploring Poetry**
	+ **Activity**: Write poetry that explores emotions and imagery.
	+ **Hands-On**: Use “poetry blocks” to mix and match words, helping generate ideas for lines or themes.
	+ **Break**: Quiet, sensory-friendly time with soft music or a calming activity.
* **Week 18: Writing Short Stories**
	+ **Activity**: Write a creative short story with complex characters and plot.
	+ **Hands-On**: Use “story dice” or cards to generate creative story elements (e.g., characters, conflicts).
	+ **Break**: Sensory-friendly activity such as coloring or listening to calming nature sounds.
* **Week 19: Revising and Sharing Creative Writing**
	+ **Activity**: Revise and refine the short story for clarity and creative expression.
	+ **Hands-On**: Create a visual storyboard to accompany the short story.
	+ **Break**: A 5-minute breathing or mindfulness exercise to reduce sensory overload.
* **Week 20: Illustrating Creative Work**
	+ **Activity**: Add illustrations or diagrams to the creative work.
	+ **Hands-On**: Use colored pencils or simple digital tools to create sensory-friendly, light illustrations.
	+ **Break**: Time with soft, calming toys or materials to unwind.

**Weeks 21-26: Final Projects**

**Focus**: Completing and presenting a final writing project.

* **Week 21: Planning a Final Project**
	+ **Activity**: Choose a final project type (research, persuasive, narrative) and outline the steps.
	+ **Hands-On**: Use a project planner to break the project into manageable tasks.
	+ **Break**: A quiet 5-minute mindfulness activity or sensory-friendly toy break.
* **Week 22: Drafting the Project**
	+ **Activity**: Write the first draft of the chosen project.
	+ **Hands-On**: Work in small sections to avoid overwhelming students, marking each task completed on a visual chart.
	+ **Break**: Sensory-friendly quiet time or light stretching.
* **Week 23: Revising the Final Project**
	+ **Activity**: Revise the project based on peer or teacher feedback.
	+ **Hands-On**: Use highlighters or stickers to mark areas for improvement.
	+ **Break**: 5-minute relaxation with sensory-friendly tools (e.g., liquid motion toys).
* **Week 24: Finalizing the Project**
	+ **Activity**: Complete the final draft and add any necessary visual components.
	+ **Hands-On**: Use light, calming colors and simple, clear fonts for visual aids.
	+ **Break**: A short, sensory-friendly activity like coloring or listening to quiet music.
* **Week 25: Practice Presentation**
	+ **Activity**: Practice presenting the project in a low-sensory environment.
	+ **Hands-On**: Create a “presentation board” with soft visual elements to accompany the project.
	+ **Break**: Quiet stretching or relaxation exercises.
* **Week 26: Presenting the Project and Celebration**
	+ **Activity**: Present the final project to the class or family.
	+ **Hands-On**: Set up a comfortable presentation space with reduced sensory stimuli.
	+ **Break**: Celebrate with a sensory-friendly party (soft music, dim lighting, calming activities).