



# Stafford Township School District

## English Language Arts Curriculum Grade 6 Writing

Adopted 08/17/2017,  
Updated: 01/09/2019, 01/06/2020

## 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 LGBTQ-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.

<b>Unit 1: How Writer’s Work</b>	<b>Duration:</b> 40 days (September – October)
<b>New Jersey Student Learning Standards</b>	
<p>W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W 6.9a Apply <i>grade 6 Reading standards</i> 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”).</p> <p>W 6.9b Apply <i>grade 6 Reading standards</i> 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”).</p>	

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.

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.

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.

SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., *myself*, *ourselves*).
  - B. Recognize and correct inappropriate shifts in pronoun number and person.
  - C. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - D. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Interdisciplinary Connections**

#### **Technology Standards**

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. Tele-collaborative project, blog, school web).

#### **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.

### **21<sup>st</sup> 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.

<p><b>Career Ready Practices</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  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.</p>	
<p><b>Essential Understandings</b></p> <ul style="list-style-type: none"> <li>Engage in collaborative discussions about texts and authors, why writers write and their own writing lives. They incorporate figurative language to create images in their reader's minds.</li> <li>Understand that writers are storytellers who record personal experiences, emotions, life lessons and communicate and connect to others.</li> <li>Select ideas, collect information (to reflect on in their writer's notebooks), revise, edit and develop a piece to share with an audience.</li> </ul>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>What do effective writers do?</li> <li>How do students identify themselves as writers?</li> <li>How do writers express themselves clearly to others?</li> </ul>
<p><b>Evidence of Student Learning</b></p>	
<p><b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <ol style="list-style-type: none"> <li>You are an advertiser. You have been paid to create posters about what good writers do and strategies used in narrative writing to be displayed in the room for reference. Examples may include: figurative language, workshop expectations, organization, and internal thinking.</li> <li>Rewrite a portion of a mentor text or an excerpt of a favorite book incorporating internal thinking and/or</li> </ol>	<p style="text-align: center;"><b>Other Assessments</b></p> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Conferencing</li> <li>Student Performance Checklist</li> <li>Interest Interview</li> <li>Graphic Organizers</li> <li>Quick writes</li> <li>Teacher Observation</li> <li>Exit Slips</li> </ul>

<p>dialogue to act out in front of the class, in groups, or in partnerships.</p>	<ul style="list-style-type: none"> <li>● Class Discussions</li> <li>● Progress check within notebooks after each section (immersion, generating ideas, selecting, collecting, drafting, revising, editing, publishing)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● <i>Schoolwide</i> writing notebook rubric</li> <li>● Published piece</li> <li>● Cold-write</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Use turn and talk strategies</li> <li>● Generate ideas in writer’s notebook for authentic writing experiences</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Engage in collaborative discussions about the unit mentor texts and authors, why writers write, and his or her own writing life</li> </ul>

- Use writing to effectively communicate in real-life situations
- Use figurative language to enhance imagery within their writing
- Reflect on interests, personal relationships, and life experiences to gather ideas for writing
- Select a topic that is both high interest and relevant to the task at hand from ideas already generated.
- Seek out other ways of collecting information outside one-self
- After draft completion, revise to include inner thinking/feelings and elaborate on characters, experiences, and events.
- Edit for basic conventions through peer conferencing
- Share and celebrate published piece
- Reflect on writing and set goals for further improvement

- Understand that writers are storytellers who record personal experiences and feelings to remember, share, and pass along to others
- Recognize the impact writing can have and how it is powerful way to communicate and connect to others
- Understand how figurative language can create vivid images in readers' minds and how he or she can incorporate these into their writing.
- Understand the meaning and purpose of writing workshop, that there are many strategies for generating writing ideas, and the importance of effective listening and sharing as a member of a writing community
- Examine the personal relationships in his or her life to generate writing ideas
- Use his or her interests, hobbies, passions, and what he or she knows and cares about to discover writing ideas to pursue and develop
- Reflect on his or her own life experiences and lessons learned to generate ideas for writing
- Reread Writer's Notebook to select an idea that is important to develop into a published piece
- Collect relevant information from multiple sources to include in draft
- Work outside of Writer's Notebook to create first draft that reflects chosen genre and vision of published piece
- Revise for voice by including inner thoughts and feelings
- Revise drafts by elaborating on characters, experiences, and events

	<ul style="list-style-type: none"> <li>• Use the standards of English grammar and conventions to ensure that the piece is void of errors and ready for publishing</li> <li>• Prepare final piece for sharing and celebrating with peers and understands how to present his or her piece to an audience, provide and accept feedback from peers, and celebrate their accomplishments as a writer.</li> <li>• Reflect on the writing he or she has done and its meaning as part of his or her growth as a writer.</li> </ul>
<b>Literature</b>	
<p><i>How Writers Work</i> Unit Schoolwide Fundamentals, Inc., 2013  <i>Jimi: Sounds Like a Rainbow: A Story of the Young Jimi Hendrix</i> by Gary Golio  <i>Hey World, Here I Am!</i> By Jean Little  <i>The Wand in the Word: Conversations with Writers of Fantasy</i> by Leonard S. Marcus  <i>This Is Just to Say: Poems of Apology and Forgiveness</i> by Joyce Sidman  <i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen</p> <p><b><u>Inclusivity/LGBTQ and Individuals with Disabilities Resources</u></b>  Newslea: When classrooms include those with disabilities, all kids benefit <a href="https://newsela.com/read/inclusive-classrooms-opinion/id/18242/">https://newsela.com/read/inclusive-classrooms-opinion/id/18242/</a>  <b>LGBTQ: I Am Jazz</b> by Jazz Jennings  <a href="https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_I_Am_Jazz_Book_Transgender.pdf">https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_I_Am_Jazz_Book_Transgender.pdf</a>  “<b>This is not a Small Voice</b>” by Sonia Sanches  <a href="https://poets.org/poem/not-small-voice">https://poets.org/poem/not-small-voice</a>  <b>LGBTQ:”The Pages of My Life”</b> teaching tolerance. Essential Question: How does society support or suppress our individual identities?  <a href="https://www.tolerance.org/classroom-resources/student-tasks/write-to-the-source/the-pages-of-my-life">https://www.tolerance.org/classroom-resources/student-tasks/write-to-the-source/the-pages-of-my-life</a></p>	
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>

Students will develop topics by making a list of real personal relationships, hobbies, and interests to share.	Appendix “Relationship Rings” and “Relationship Strengths and Weaknesses” (Not Enough Emily’s and Maybe a Fight)
Students will use narrative techniques to summarize and describe the events leading to learning a life lesson.	Appendix “Unpacking My Interests and Passions” (Jimi Sounds Like a Rainbow)
Students will choose and develop a real experience to generate a poem or narrative.	Appendix “Selecting an Idea” (Hey World, Here I Am! And This is Just to Say)
Students will collect and organize lists of ways writers gather information.	Appendix “Ideas for Research” (The Wand in the Word and Jimi Sounds Like a Rainbow)
Students will create a writing plan and share with a partner.	Appendix “My Writing Plan” (Maybe a Fight)
Students will develop and strengthen writing by using a variety of revision techniques such as voice. Students will create a set of rules and goals for demonstrating effective writing discussions.	Appendix “Examining Voice” and “Internal Thinking” (The Wand in the Word and Phoenix Farm)
Students will edit revised drafts for grammar and mechanics such as punctuation, capitalization, and spelling.	Appendix “Editing Practice” and “Editor’s Checklist” (The Wand in the Word)
Students will create lists about Student Writing Workshop Expectations and Guidelines.	
Students will publish a non-text type specific piece of writing and present to peers.	Appendix “Presentation Guidelines” and Author Feedback (The Wand in the Word)
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learner:</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● Allow extended time</li> <li>● Provide reteaching opportunities</li> <li>● Provide small group instruction</li> <li>● Pre-teach vocabulary using visuals and gestures</li> <li>● Chunk text</li> <li>● Preview lessons</li> <li>● Graphic organizers</li> </ul>	

- Highlight key words
- Sentence starters
- Prompting and cuing
- Build background knowledge
- Teacher models daily
- Provide peer tutoring
- Provide anchor charts with visuals
- Shared writing
- Show models of finished products

**Gifted and Talented:**

- Encourage higher order writing skills
- Provide higher level enriched text
- Utilize small group challenges
- Allow students to design questions
- Provide choice board to extend learning
- Allow reflection and self-assessment

**Basic Skills:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Economically Disadvantaged:**

- Provide graphic organizers
- Allow extended time

- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- 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

<b>Unit 2: Argumentative Essay</b>	<b>Duration:</b> 51 days (November – January)
<b>Standards</b>	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.</p> <ul style="list-style-type: none"> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>D Establish and maintain a formal/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> </ul> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	

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”).

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.

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.

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.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Use intensive pronouns (e.g., *myself*, *ourselves*).

- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

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.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g., personification) in context.

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

### **Interdisciplinary Connections**

### **Technology Standards**

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. Tele-collaborative project, blog, school web).

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#### 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

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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:

- Demonstrate understanding of the organization, purpose and craft of argumentative writing.

#### Essential Questions:

- How does a writer determine a point of view?
- How do writers of argumentative essays support their opinions?

	<ul style="list-style-type: none"> <li>• How do writers gather information to craft effective argumentative essays?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ol style="list-style-type: none"> <li>1. You are a lobbyist for a fast food industry. People are complaining that there are not enough healthy options in the fast food industry. Convince the public that there are plenty of options for those seeking a healthier menu.</li> <li>2. You are a news broadcaster. Create a “Fake News” program convincing the audience to believe the content.</li> <li>3. You are an inventor of an unknown product. Create an infomercial that persuades your viewers to want to buy your product.</li> </ol>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Student Performance Checklist</li> <li>• Interest Interview</li> <li>• Graphic Organizers</li> <li>• Quick writes</li> <li>• Teacher Observation</li> <li>• Exit Slips</li> <li>• Class Discussions</li> <li>• Self-assessments</li> <li>• Progress check within notebooks after each section (immersion, generating ideas, selecting, collecting, drafting, revising, editing, publishing)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Published Argumentative writing</li> <li>• Oral presentation to classmates</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• Modified Rubrics</li> <li>• Student Friendly Rubrics</li> <li>• Modified Graphic Organizers</li> <li>• Untimed Writing Prompts</li> <li>• Student Friendly Writer’s Notebook Rubric</li> </ul>

	<ul style="list-style-type: none"> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content:</b>	<b>Skills:</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Use mentor text to gain an understanding of purpose and structure of an argument</li> <li>● Find thesis statements and evidence that supports the claims within mentor texts</li> <li>● Validate the credibility of sources and how personal experiences can strengthen a claim</li> <li>● Understand that quotes and descriptive language can strengthen the argument</li> <li>● Identify potential arguments by examining personal, local, and national topics</li> <li>● Select a topic that is defensible and can be researched</li> <li>● Gather facts to support argument</li> <li>● Evaluate both sides of an argument</li> <li>● Write a strong thesis</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing</li> <li>● Use the story Feathers and Fools by Mem Fox and the Essay Exemplar “Go Outside and Play” by Tom Dawson to identify the thesis statements and supportive evidence that is provided to support the claims</li> <li>● Use an essay by S. Beth Atkin in the book Voices from the Fields to discuss how various writing techniques are used to clearly and effectively present the claim and argument</li> <li>● Listen to the Foreword and “Running the River” in Father Water, Mother Woods by Gary Paulsen. They will analyze the credibility of the sources and how a writer’s personal experiences with a topic or</li> </ul>

- Write middle paragraphs using topic sentences and evidence along with a counterargument
- Include a call-to-action in conclusion
- Make sure wording is specific to topic
- Cite sources
- Proofread and edit peer's papers
- Write a strong title
- Share essay with peers
- Reflect on the writing and its meaning as part of the student's growth as a writer.

issue can provide relevant evidence that validates the author's claim and sways readers.

- Explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument.
- Generate ideas for argumentative essays by examining and responding to world issues and current events, from local and school issues, and from interests and hobbies that have debatable issues.
- Select an idea for an argumentative topic that is debatable and can be researched
- Gather information from several sources and considers how to organize it
- Identify pros and cons for the selected topics, considering different viewpoints on the issue
- Connect current events and issues to his/her own personal thinking
- Provide an engaging lead and clear thesis statement, writes the body using topic sentences and supporting details, addresses a counter argument, and writes a strong conclusion with a call to action.
- Use precise words and phrase to convince the audience
- Properly cite sources, edit quoted information, peer edit, and proofread for publication
- Create a powerful title and present essay to peers
- Reflect on the writing and its meaning as part of the student's growth as a writer.

**Literature**

*Argumentative Essay Unit* Schoolwide Fundamental, Inc., 2013  
*The Lorax* by Dr. Seuss  
*Athletic Shorts: Six Short Stories* by Chris Crutcher  
*Breakfast on Mars and 37 Other Delectable Essays* by Rebecca Stern and Brad Wolfe  
*Voices from the Fields* by S. Beth Atkins  
*Father Water, Mother Woods* by Gary Paulsen  
*Read All About It!* By Jim Trelease  
*Feathers and Fools* by: Mem Fox

**Inclusivity/LGBTQ and Individuals with Disabilities Resources**

LGBTQ: “Teaching Tolerance” website argumentative essay writing <https://www.tolerance.org/learning-plan/lgbt-understanding>  
 “Where I Stand” <https://www.tolerance.org/classroom-resources/student-tasks/write-to-the-source/where-i-stand>

**Instructional Plan**

<b>Suggested Activities</b>	<b>Resources</b>
Students will explore the purpose and structure of argumentative writing.	Appendix “Confessions of a (Former) Bully”, Argumentative Essay Structure” and “New Vocabulary” (all mentor texts)
Students will identify and discuss thesis statements and supportive evidence.	Appendix “Argumentative Essay Structure” (Feathers and Fools and Go Outside and Play)
Students will identify and discuss argumentative techniques.	Appendix “Argumentative Techniques” (Voices from the Fields)
Students will analyze credibility in an essay.	Writer’s Notebooks, (Running the River)
Students will use a variety of mentor texts, and explain the purpose and structure of argumentative writing.	Appendix “Confessions of a (Former) Bully”, Argumentative Essay Structure” and “New Vocabulary” (all mentor texts)

Students will identify and discuss with partners thesis statements and supportive evidence by placing a post-it note or highlight within the exemplar essay.	Appendix “Argumentative Essay Structure” (Feathers and Fools and Go Outside and Play)
Students will respond to world issues, community and school issues, and debatable, interesting ideas by choosing a topic of their interest to generate ideas in writer’s notebook.	Appendix “Author’s Views” (all mentor texts)
Students will utilize various sources (print or digital) and organization tools (graphic organizers) for researching a topic.	Chromebooks, Appendix “Organizing My Notes”, “Citing My Sources” (How Not to Panic)
Students will make a list of anecdotes that will further strengthen and develop their writing that can be used to persuade the readers.	Appendix “Anecdotes Chart”
Students will reflect on strengths and weaknesses as writers to identify goals for the future.	Appendix “Titles Chart”, “Extended School Year Titles”, and “Guidelines for the Presentation” (Voices from the Fields, Read All About It! Teen Ink)

**Accommodations & Modifications**

**English Language Learners:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Pre-teach vocabulary using visuals and gestures
- Chunk text
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Build background knowledge
- Teacher models daily

- Provide peer tutoring
- Provide anchor charts with visuals
- Shared writing
- Show models of finished products

**Basic Skills:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Economically Disadvantaged:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Gifted and Talented:**

- Encourage higher order writing skills
- Provide higher level enriched text
- Utilize small group challenges
- Allow students to design questions
- Provide choice board to extend learning
- Allow reflection and self-assessment

**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
- Provide 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

<b>Unit 3: Narrative</b>	<b>Duration:</b> 55 days (February – April)
<b>Standards</b>	
<p>W 6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W 6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W 6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W 6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>W 6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>W 6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W 6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W 6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>W 6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	

W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W 6.9b 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.

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.
- E.

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 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL 6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L 6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

L 6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 6.2b Spell correctly.

L 6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L 6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L 6.4a 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.

L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6.5a Interpret figures of speech (e.g., personification) in context.

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**

### **Technology Standards**

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. Tele-collaborative project, blog, school web).

### **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.

### **Comprehensive Health and Physical Education Standards**

1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.

### **21<sup>st</sup> 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**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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.	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Create visual prompts such as sketching, mapping and view photographs to brainstorm memories, and to review important relationships and events that may inspire their writing.</li> <li>● Using mentor texts, creating a timeline, and interviewing others can help a writer recall important events. Use of transition words and phrases show movement across time and convey event sequence.</li> <li>● Revise drafts for precise words and descriptive details, including temporal words and sensory language.</li> </ul>	<ul style="list-style-type: none"> <li>● How do writers use strategies to collect ideas that are meaningful to them when crafting their own stories?</li> <li>● How do writers develop a plan for their writing?</li> <li>● How do writers utilize strategies to revise and edit a written piece as preparation for publishing?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ol style="list-style-type: none"> <li>1. Write a memoir from the point of view of a character from your independent reading novels and share with classmates.</li> <li>2. Write a narrative as a script to be acted out and recorded on an iPad.</li> <li>3. Create a scrapbook chronicling the events in a personal narrative you have read.</li> </ol>	<b>Formative</b> <ul style="list-style-type: none"> <li>● Conferencing</li> <li>● Student Performance Checklist</li> <li>● Interest Interview</li> <li>● Graphic Organizers</li> <li>● Quick writes</li> <li>● Teacher Observation</li> <li>● Exit Slips</li> <li>● Class Discussions</li> <li>● Progress check within notebooks after each section (immersion, generating ideas, selecting, collecting, drafting, revising, editing, publishing)</li> </ul>

	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Published Narrative</li> <li>● <i>Schoolwide</i> writing notebook rubric</li> <li>● Cold-write</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Understand the elements of narrative writing</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>● Define, discuss, and identify narrative writing and some common elements of personal narratives</li> </ul>

- Be able to slow down and speed up a story by use of inner thinking, elaboration, and dialogue when appropriate
- Write with a clear purpose and audience in mind.
- Write a story about someone close to them (can be family or friend) focusing on strengths and weaknesses of the relationship
- Use universal themes when writing stories to be able to connect texts
- Generate ideas using maps, timelines, and photographs
- Explore perspectives of same event of different characters in a story to develop storyline
- Plan for different aspects of narrative writing (voice, event, purpose, and organization)
- Make sure writing is sequenced with use of transition and temporal words
- Add inner thinking to help elaborate narration
- Revise for figurative language and reflection
- Use an editing checklist to correct common grammar mistakes, along with punctuating dialogue correctly and using ellipses.
- Create an engaging title
- Share published piece with classmates
- Reflect on writing process with strengths and weaknesses

- Understand how pacing is an important narrative technique writers use to tell their stories
- Recognize and understand the author's purpose in the mentor texts and how he or she gets his or her message across
- Notice, understand, and discuss additional common features of personal narratives and how a narrative can tell an inspirational story about someone the writer knows well
- Identify and understand the themes in Mary Beth Lorbeki's *Sister Anne's Hands*, such as prejudice, guilt, friendship, and love, and compares and contrasts themes and other features from the mentor texts.
- Use sketching as a tool to map meaningful memories and inspire his or her narrative writing.
- Use photographs to trigger memories and understands how the details in those photographs aid in writing descriptively
- Closely examine relationships in his or her life and recalls events that have built, strengthened, or even weakened the relationships
- Make connections to memories, events, and themes of published personal narratives as a way to generate narrative ideas.
- Select an idea that holds meaning to him or her and reveals some insight he or she gained upon reflection
- Understand and use the skills of interviewing, creating a timeline, and/or sketching to further develop his or her narrative

- Look closely at the relationships that evolve from his or her story idea and analyzes the dynamics of those relationships
- Develop his or her narrative by considering the perspective of another character in the story and elaborate on it
- Thoughtfully consider the event, purpose, voice, and structure his or her narrative will take as he or she begins to draft
- Incorporate transition words and phrases to convey event sequence
- Revise ending to include the narrative technique of reflection
- Revise draft to include relevant descriptive details, including precise words and sensory language
- Add thought-shots to his or her writing as a strategy to further develop the character(s) or events in his or her narrative
- Consider how to pace his or her story and determine where slowing down the moment would be an effective narrative technique
- Punctuate dialogue to demonstrate command of this convention
- Determine why and where he or she can use ellipses
- Use an editing checklist and gives their writing a final look
- Thoughtfully create a title and thinks about presentation
- Formally present and celebrate writing
- Reflect on the writing he or she has done and its meaning as part of his or her growth as a writer

## Literature

*Personal Narrative* Unit Schoolwide Fundamental, Inc., 2013  
*Guys Write for Guys Read* by Jon Scieszka  
*Boy: Tales of Childhood* by Roald Dahl  
*Looking Back* by Lois Lowry  
*Sister Anne's Hands* by Mary Beth Lorbiecki  
*My Freedom Trip* by Frances and Ginger Park  
*When I Was Your Age, Volume One: Original Stories About Growing Up* by Amy Ehrlich  
*Skip Deep and Other Teenage Reflections* by Angela Shelf Medearis

### Inclusivity/LGBTQ and Individuals with Disabilities Resources

LGBTQ: "Malala's Story"

<https://www.malala.org/malalas-story>

"The Hula Hoop Queen" read aloud by Oprah Winfrey

<https://www.youtube.com/watch?v=op9Bc7GWCuw&t=117s>

LGBTQ: <http://www.mindfulteachers.org/2016/11/narratives-of-inclusion.html>

## Instructional Plan

Suggested Activities	Resources
Students will identify common elements of personal narratives by listening to mentor texts and taking notes in their notebooks.	All mentor texts
Students will recall specific personal events and experiences using many details within their notebooks.	<i>Boy: Tales of Childhood</i> by Roald Dahl, Descriptive Details in binder (ELL support)
Students will write about important lessons learned from past experiences in their notebook as a way to organize their ideas.	" <i>Everything Will be Okay</i> " by James Howe from <u>When I was Your Age</u>
Students will identify and compare/contrast themes across different types of mentor texts or genres.	<u>My Freedom Trip</u> and Writer's Notebook

As a way of generating ideas, students will sketch a map or timeline that represents their memories from a time period or specific place. Students will list events that hold importance.	Theme Chart in binder
Students will use photographs to trigger memories associated with what was happening at the time. Add descriptive details and precise language to help reader visualize memory in notebook.	Create your own map (teacher) as a model, "The Follower".
Students will list special relationships in graphic organizer, then write about a meaningful moment that brought you closer or farther apart.	Bring in a photograph from home or draw a picture from their memory. "Photograph Memories" in binder.
Students will elaborate and reflect on one theme from the mentor texts as a way to draw evidence from literature.	"Relationship Rings" graphic organizer in binder and <i>"Everything will be Okay"</i>
Students will develop an organized narrative that's sequenced and unfolds naturally.	All mentor texts and theme chart from binder.
Students will participate in an acting activity to help add additional sensory details to their writing. Students will use the characters objectives, intentions, and the subtext of their writing to make the scene come to life. Then, each student can incorporate the details they used in their performance into their writing.	Student notebook, sensory detail examples
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers</li> <li>● Allow extended time</li> <li>● Provide reteaching opportunities</li> <li>● Provide small group instruction</li> <li>● Pre-teach vocabulary using visuals and gestures</li> <li>● Chunk text</li> </ul>	

- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Build background knowledge
- Teacher models daily
- Provide peer tutoring
- Provide anchor charts with visuals
- Shared writing
- Show models of finished products

**Basic Skills:**

- Provide graphic organizers
- Allow extended time
- Provide reteaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Economically Disadvantaged:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons

- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Gifted and Talented:**

- Encourage higher order writing skills
- Provide higher level enriched text
- Utilize small group challenges
- Allow students to design questions
- Provide choice board to extend learning
- Allow reflection and self-assessment

**Special Education/504 Plans:**

- Provide differentiated instruction as needed
- 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

<b>Unit 4: Feature Articles</b>	<b>Duration: 37 days (May – June)</b>
<b>Standards</b>	
<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>D. Establish and maintain a formal/academic style, approach, and form.</li> </ul> <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul> <p>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	

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

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).

W.6.10 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.

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.

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.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL. 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use intensive pronouns (e.g., *myself*, *ourselves*).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

D. Maintain consistency in style and tone.

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.

E. 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.

F. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

G. 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.

H. 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.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

**Interdisciplinary Connections**

**Technology Standards**

- 8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- 8.1.8.B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

**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.

**21<sup>st</sup> 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**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>Demonstrate understanding of the organization, purpose and craft of feature article writing.</li> </ul>	<ul style="list-style-type: none"> <li>How is a feature article different from other forms of information writing?</li> <li>How do nonfiction writers understand the types, features and structures of nonfiction?</li> <li>How do writers gather information and synthesize their research for the purpose of their writing?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Performance Tasks:</b> <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	<b>Other Assessments</b>
<ol style="list-style-type: none"> <li>You are a celebrity that supports an important cause or group. Create a Public Service Announcement or Commercial using the feature article as a basis, to present to donors.</li> <li>You are the editor of the school newspaper. Create a class newspaper using feature articles. This will be viewed by all Intermediate School students.</li> </ol>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Conferencing</li> <li>Student Performance Checklist</li> <li>Interest Interview</li> <li>Graphic Organizers</li> <li>Quick writes</li> <li>Teacher Observation</li> <li>Exit Slips</li> <li>Class Discussions</li> <li>Progress check within notebooks after each section (immersion, generating ideas, selecting, collecting, drafting, revising, editing, publishing)</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Published Feature Article</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Schoolwide</i> writing notebook rubric</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Modified Rubrics</li> <li>● Student Friendly Rubrics</li> <li>● Modified Graphic Organizers</li> <li>● Untimed Writing Prompts</li> <li>● Student Friendly Writer’s Notebook Rubric</li> <li>● Student Friendly Conversation Rubric with Sentence Starters</li> <li>● Teacher Observation Checklist for Student Writing Behaviors</li> <li>● Verbal Response instead of Written Response</li> <li>● Untimed Modified Benchmark Writing Task</li> <li>● Grading Student Graphic Organizers, Drafts, and Final Writing Piece</li> <li>● Foundations/Just Words Based Spelling Assessments and Classwork</li> <li>● Writing Work Samples</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content:</b>	<b>Skills:</b> Students will be able to ...
<ul style="list-style-type: none"> <li>● Identify different text structures and features within the mentor texts</li> <li>● Write research questions to guide collecting information</li> <li>● Break down the main topic into smaller topics, ie. the angle/focus</li> </ul>	<ul style="list-style-type: none"> <li>● Explore the organization, purpose and craft of feature article writing</li> <li>● Identify how text structure contributes to producing clear and coherent writing</li> <li>● Identify the difference between main ideas and interesting details and understand the importance of both</li> </ul>

- Pick a topic of personal interest that audience will also enjoy
- Research topic using web-based and traditional sources
- Use note-taking and paraphrasing strategy to develop a draft using research collected
- Include specific language and voice techniques to personalize feature article
- Use at least three text structures within writing (compare/contrast, sequence, problem/solution, cause/effect, description)
- Write an interesting and exciting introduction, as well as a culminating conclusion
- Make sure each middle paragraph has a topic sentence and supporting details
- Use checklist to make sure you included all parts needed for a feature article
- Revise for clarity and accuracy
- Edit for run-on sentences, homophone errors, and comma usage.
- Peer edit using a checklist
- Create a bibliography page
- Add text features to enhance understanding of topic
- Share with classmates
- Reflect on writing process and goals as a writer

- Identify different text features in feature articles
- Learn about the important step of identifying research questions
- Consider purpose and audience when considering a topic
- Think about possible angles or focuses for article
- Consider topics that will lend passion or voice to article
- Use his or her own words to write everything he or she knows about the topic of the article
- Thoughtfully select research questions and a topic of interest for feature article by focusing on purpose, audience, voice, personal interest and background knowledge
- Use proper research practices to collect facts through the use of library databases and note-taking strategies
- Synthesize and carefully words the information included in notes for the purpose of conducting research efficiently and effectively
- Collect more information about topic by attending to descriptive language
- Collect jargon to use in feature article to add information or voice
- Explore and consider different structures in order to begin drafting article
- Introduce article in an interesting, engaging and creative way
- Notice and apply the different ways writers begin and structure their paragraphs using topic sentences and supportive details
- Experiment with a few satisfying conclusions for feature article

	<ul style="list-style-type: none"> <li>● Use a checklist to ensure all parts of a feature article are included in the draft, including a clear focus or angle, organized information using clear paragraphs or sections, has an inviting introduction, and a strong conclusion</li> <li>● Reviews his or her article to determine what features are needed to be read with ease and clarity</li> <li>● Revises for the purpose of adding voice</li> <li>● Revises article to add sentence fluency with focus on comma placement, parenthesis, sentence types, and fluency.</li> <li>● Edits for run-on sentences, homophone errors, and comma usage.</li> <li>● Participates in peer-editing.</li> <li>● Uses internal citations and adds a properly formatted research page to list sources.</li> <li>● Adds interesting and informative text features to article.</li> <li>● Reflects on writing and growth as a writer.</li> </ul>
<b>Literature</b>	
<p><i>Feature Article Unit Schoolwide Fundamental, Inc., 2013</i>  <i>Rescues!</i> By Sandra Markle  <i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> by Catherine Thimmesh  <i>Whaling Season: A Year in the Life of Artic Whale Scientist</i> by Peter Lourie  <i>Heroes of the Environment: The Stories of People Who Are Helping to Protect Our Planet</i> by Harriet Rohmer  <i>Real Kids, Real Stories, Real Change: Courageous Actions Around the World</i> by Gath Sundem  <i>The Greatest Moments in Sports</i> by Len Berman  <i>Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion</i> by Loree Griffin Burns</p> <p><b><u>Inclusivity/LGBTQ and Individuals with Disabilities Resources</u></b>  <b>LGBTQ: “A Look at LGBTQ History and Prominent LGBTQ People”</b></p>	

[https://assets2.hrc.org/welcoming-schools/documents/WS\\_Lesson\\_Key\\_Events\\_in\\_LGBTQ\\_History\\_and\\_Prominent\\_LGBTQ\\_People.pdf](https://assets2.hrc.org/welcoming-schools/documents/WS_Lesson_Key_Events_in_LGBTQ_History_and_Prominent_LGBTQ_People.pdf)

**LGBTQ: “How Black Lives Matter is Changing Black History Month.”**

<https://time.com/5771045/black-history-month-evolution/>

**Newsela: Minnesota Vikings set to host NFL's first summit on LGBTQ inclusion (additional text sets at the bottom)**

<https://newsela.com/read/vikings-host-LGBT-summit/id/43678/>

**Newsela: “Girl with Down syndrome shines in American Girl's holiday catalog”**<https://newsela.com/read/american-girl-catalogue/id/2000001870/>

### Instructional Plan

Suggested Activities	Resources
Students will analyze the text structures and features found in feature articles by sharing in mentor texts and outside articles.	Schoolwide mentor texts, ZooBooks articles, Time for Kids
Students will generate questions in order to discover facts and information about a topic.	Schoolwide mentor texts, appendices, Sports Illustrated for Kids
Students will consider audiences as a way to develop the purpose, angle, and voice of the article.	Schoolwide mentor texts, appendices
Students will analyze and study resources available to research article topics.	Appendices, online library database
Students will take and synthesize notes in own words from their sources to be sure students do not plagiarize.	Appendices, notebooks
Students will write descriptive language and jargon within feature article.	Schoolwide mentor texts, appendices
Students will write inviting introductions, purposeful paragraphs and careful conclusions when drafting an article.	Schoolwide mentor texts, appendices
Students will self-reflect on the writing process in writing the feature article to help set goals for future writing.	Feature Article

## Accommodations & Modifications

### English Language Learners:

- Provide graphic organizers
- Allow extended time
- Provide reteaching opportunities
- Provide small group instruction
- Pre-teach vocabulary using visuals and gestures
- Chunk text
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Build background knowledge
- Teacher models daily
- Provide peer tutoring
- Provide anchor charts with visuals
- Shared writing
- Show models of finished products

### Basic Skills:

- Provide graphic organizers
- Allow extended time
- Provide reteaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing

- Activate schema
- Build background knowledge

**Economically Disadvantaged:**

- Provide graphic organizers
- Allow extended time
- Provide re-teaching opportunities
- Provide small group instruction
- Chunk texts
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key words
- Sentence starters
- Prompting and cuing
- Activate schema
- Build background knowledge

**Gifted and Talented:**

- Higher order writing skills
- Provide higher level enriched text
- Create small group challenges
- Allow students to design questions
- Allow choice board to extend learning
- Use reflection and self-assessment

**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
- Provide 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