

READINGTON PUBLIC SCHOOL DISTRICT
Sixth Grade English Language Arts Curriculum

Authored by: Erica Del Guidice
Shaina Mirsky

Reviewed by: Dr. William DeFabiis
Interim Superintendent
and
Dr. Stacey Brown
Supervisor of Humanities

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Members of the Board of Education:
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Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes study of authentic and rich literature, and experience and practice in effective writing traits within a workshop approach. By the time our students are in sixth grade they are able to handle independently difficult texts. Students will focus on reading texts in the sixth grade level (70 percent) independently as well as sustained practice with texts in the seventh and eighth grade level as “stretch” texts (30 percent), which will require scaffolding by teachers. Students will read a wide variety of genres; narratives, dramas, poetry, and informational text. At the middle school level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Students will be exposed to dramas at that include one-act and multi-act plays both as text and as film. Poetry in the form of narrative poems, lyrical poems, free verse, odes, ballads, and epics will be read. Students will also read expository as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writer's workshop, students focus on specific text types: narrative, informative and explanatory text, and argument. In the study of vocabulary students focus both on understanding words and their nuances and on acquiring new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. The differentiated workshop approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

Vocabulary instruction is woven into each of the units of study. Students in sixth grade participate in a spelling and vocabulary exploration program developed by the Kathy Ganske, the author of *Word Journeys*. Students engage in word study activities that are challenging, interactive, and inquiry based. The vocabulary/word study program in sixth grade is a continuation of the K-5 elementary word study program.

II. COMPONENTS OF BALANCED LITERACY

The components of a successful balanced literacy program in the middle school setting include the following:

- Reading Workshop
- Writing Workshop
- Word Study/Vocabulary Instruction

Reading Workshop: (Approximately 40 minutes daily)

The reading workshop is one component of a balanced literacy program. The reading workshop is comprised of four parts; the mini-lesson (no longer than 15 minutes), independent reading time with conferring, a mid-workshop teaching point, and finally a teaching share, partnership, or book club discussion.

Writing Workshop: (Approximately 40 minutes daily)

Just like reading workshop, the writing workshop is comprised of 4 parts. It begins with a mini-lesson (no longer than 15 minutes) and is followed by independent writing within a specific genre. During this time, students write about self-selected topics as the teacher conferences or pulls together small groups of writers who need the same type of support. The teacher will stop conferencing time for a mid-workshop teaching point. At the end of the writing workshop, there is a teaching share led by the teacher, which often sets up partnership sharing.

Vocabulary/Word Study:

Vocabulary instruction is part of a balanced literacy program where vocabulary is focused on and specifically taught. The language arts curriculum in sixth grade encourages the appreciation and curiosity for words and their meanings, as well as direct instruction to help students learn essential academic vocabulary terms used throughout the units of study. Vocabulary instruction is a component for each grade and every level of reader and writer. In middle school, this instruction can be limited to 15-20 minutes. Students continue to make use of a range of strategies to determine and clarify the meaning of unknown and multiple-meaning words. The repertoire includes considering the word's use in a broader context that includes the content of the paragraph in which the word appears and the overarching structure of the text. Students will develop their abilities to interpret a variety of figurative language found in what they read, verify their inferences with word meanings, and make distinction among words based on connotation. Students will acquire new words through interactive language use, including informal talk, discussion, and responding to text as well as being taught words directly. It is important for word study and vocabulary development to transfer into students' independent reading and writing. To do this, the teacher coaches students to draw on what they have learned during word study as they read or write on their own.

A readers/writers workshop schedule for an 80-85 minutes block of literacy while incorporating time for vocabulary/word study instruction is as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Extended Read Aloud with Whole Class Discussion	10 minute mini-lesson	30 minutes Extended Read Aloud with Whole Class Discussion	10 minutes mini-lesson	10 minutes mini-lesson
30 minutes Independent Reading	30 Minutes Independent Reading	25 minutes Independent Reading	25 Minutes Independent Reading	25 Minutes Independent Reading
15 minutes Writing about Reading	35 minutes Writing (10 minute mini lesson and 25 minutes of writing)	20 minutes Writing about Reading	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)	40 minutes Writing (10 minute mini lesson and 25 minutes of writing)
5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	5-10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration	10 minutes Vocabulary/Word Exploration

III. GOALS (Linked to [New Jersey Learning Standards](#))

Reading Standards for Reading Literature:

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

Reading Standards for Reading Informational Text:

Key Ideas and Details
Craft and Structure
Integration of Knowledge and Ideas
Range of Reading and Level of Text Complexity

Writing Standards:

Text Types and Purposes
Production and Distribution of Writing
Range of Writing

Speaking and Listening Standards:

Comprehension and Collaboration
Presentation of Knowledge and Ideas:

Language Standards:

Conventions of Standard English
Knowledge of Language
Vocabulary Acquisition and Use

IV. ASSESSMENT

Student learning will be assessed through:

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Fountas and Pinnell Reading Level Assessment conducted at least four times a year for students that are below benchmark at the beginning of 6th grade.
- Teacher's College Scored District Benchmark Assessment for Student Writings in Narrative, Argument and Information
- Writing samples and student writing portfolios
- Student presentations
- Reader's and writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards-based writing rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics

V. SCOPE AND SEQUENCE (See units of study on attached tables on subsequent pages.)

Reader's Workshop Timeline	Reader's Workshop	Writer's Workshop Timeline	Writer's Workshop
		Unit 1A Sept. 4 weeks	Introduction to Middle School Writing Workshop <i>Honors: Raising the Level of Text Evidence in Our Writing</i>
Unit 1 Sep.-Oct. 6 Weeks	Turning Every Kid into a Reader	Unit 1B Oct. - Nov. 5 Weeks	Personal Narrative Writing
Unit 2 Oct.-Nov. 6 Weeks	Studying Characters Through Key Details	Unit 2 Nov.- Dec. 4 Weeks	Realistic Fiction

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Unit 3 Nov.-Dec. 6 Weeks	Developing Analytical Literacies-Reading for Perspective and Interpretation Across Genre	Unit 3 Dec.-Jan. 4 Weeks	Literary Essay
Unit 4 Jan. - Feb 6 Weeks	Reading to Learn- Synthesizing Nonfiction	Unit 4 Jan.-Feb. 6 Weeks	Informational Writing
Unit 5 Feb.-Mar. 6 Weeks	Deepening Thinking About Social Issues Through Historical Fiction	Unit 5 March 4 Weeks	Poetry
Unit 6 Apr. 4 Weeks	Nonfiction Reading Across Text Sets	Unit 6 Apr.-May 6 Weeks	Argument Essay
Unit 7 May-June 6 Weeks	Fantasy Book Clubs	Unit 7 May-June 5 Weeks	Fantasy Writing (If...Then...Curriculum)
Unit 8 June 1 Week	Launching a Summer of Reading	Unit 8 June 1 Week	Reflecting on Our Writing

6th GRADE READING

Reader's Workshop: Unit 1 Turning Every Kid Into a Reader--- Really! (Fiction Reading) September-October 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Readers choose “just right books” Specific terminology is used when reading and talking about reading Texts follow a specific structure Students will expand their understanding of parts of a plot and define reading terminology that will be used throughout the year. Readers participate in a reading community. Goals: NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed	Bend 1: Helping Readers Develop Agency so They Can Lift their Reading into Orbit <ul style="list-style-type: none"> Teachers will share and model techniques and reading strategies to analyze plot, setting, characters, conflicts, theme, etc... Teachers will demonstrate how these strategies can be applied to many varieties of literature. Teachers will explain that each students’ individual reading will propel throughout the year, and model what a “just right book.” looks like. Teachers will encourage choosing book wisely and independently. Teachers will lead students to set reading goals/understanding reading statistics. Teachers will show how to analyze a reading log and how to 	Mentor Texts (Instructional Read Aloud): <u><i>Bully</i></u> by Patricia Palacio <u><i>Each Kindness</i></u> by Jacqueline Woodson <u><i>The Paper Bag Princess</i></u> by Robert Munsch <u><i>Mama Gone</i></u> by Jane Yolen <u><i>Thank You Ma’am</i></u> by Langston Hughes <u><i>Under the Rug</i></u> by Jon Scieszka <u><i>Just Desert</i></u> by M.T. Anderson <u><i>The Chronicles of Harris Burdick</i></u> by Chris Van Allsburg <u><i>The Raft</i></u> by Jim LaMarche <u><i>Come on Rain</i></u> by Karen Hesse <u><i>Each Kindness</i></u> by Jacqueline Woodson <u><i>Thank You Mr. Falker</i></u> by Patricia Polacco <u><i>Feathers and Fools</i></u> by Mem Fox

<p>through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>NJSLS.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>make improvements in "daily reading" to improve understanding and stamina.</p> <ul style="list-style-type: none"> Teachers will foster a reading community through discussion of favorite books, characters, stories, etc... This will be done through establishing book clubs and modeling book club discussion. Vocabulary strategies to assist in comprehension of the text <p>Bend 2: Teaching Readers to Read Between the lines</p> <ul style="list-style-type: none"> Teachers will model how to use reading strategies to propel through difficult/rich text. Teachers will demonstrate how to read closely through the use of interactive read alouds. Teachers will explain types of characters and students will look for those characters in their books. Teachers will demonstrate how authors develop varying points of view within a text. Teachers will explain types of conflicts and students will determine the conflict their books. Teachers will model how to detect parts of the plot mountain in a variety of books/genres, and students will apply this knowledge to their independent reading. <p>Bend 3: Talking About Books: The Art of Literacy Conservation</p> <ul style="list-style-type: none"> Practice will be done with summarizing and retelling books to partners. Teachers will teach an introduction to theme and students will begin to determine morals and messages in the novels they read. Close reading "Read Alouds" 	<p><u>Two Thanksgiving Day Gentlemen</u> by O'Henry <u>The Gift of the Magi</u> by O'Henry <u>Every Living Thing</u> by Cynthia Rylant <u>The Cherry Tree Buck and Other Stories</u> by Robin Moore <u>The Raven</u> by Edgar Allen Poe <u>Out of My Mind</u>, by Sharon M. Draper <u>Fish in a Tree</u> by Lynda Mullaly Hunt <u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen <u>13</u> by James Howe</p> <p>Unit Texts (Texts for students to read in book clubs): <u>City of Ember</u> by Jeanne DePrau (Level W) <u>The People of Sparks: The Second Book of Ember</u> by Jeanne DuPrau (Level U) <u>Fire Girl</u> by Tony Abbot (Level V) <u>Hatchet</u> by Gary Paulsen (Level R) <u>Stargirl</u> by Jerry Spinelli <u>Love Stargirl</u> by Jerry Spinelli <u>Wringer</u> by Jerry Spinelli <u>Julie of the Wolves</u> by Jean Craighead George (Level U) <u>Crash</u> by Jerry Spinelli <u>Holes</u> by Louis Sachar (Level V) <u>My Life in Dog Years</u> by Gary Paulsen (Level S) <u>Peak</u> by Roland Smith (Level Y) <u>I Can't Believe I Have to Do This</u> by Jan Alford</p> <p>Honors Texts: <u>City of Ember</u> by Jeanne DePrau (Level W) <u>The People of Sparks: The Second Book of Ember</u> by Jeanne DuPrau (Level U) <u>Stargirl</u> by Jerry Spinelli <u>Love Stargirl</u> by Jerry Spinelli <u>Trash</u> by Andy Mulligan <u>A Mango-Shaped Space</u> by Wendy Mass <u>Peak</u> by Roland Smith (Level Y)</p>
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<p>teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>,</p>	<p>will model how readers can read between the lines to determine the deeper meaning of text.</p> <ul style="list-style-type: none"> Teachers will model making an image in your mind. Teachers will explain reading connections and model this through mini lessons and read alouds. Students will make connections in the books they read. Teachers will encourage talking about books with partners, and help students become successful in this skill through read alouds/conferences/and partner discussions. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will model how different literary elements interact in a story. Students will track and analyze the development of the theme over the course of a text. Teachers will demonstrate how authors create contrasting character or narrator points of view in a text. Teachers will model how to acknowledge others' contributions to a discussion and reframe their thinking based on those contributions. Students will cite multiple pieces of text evidence to support an inference drawn from the text. Students will engage in collaborative discussions by responding to and building off the ideas of their peers. 	<p><i>Walk Two Moons</i>, Sharon Creech <i>The Wanderer</i>, Sharon Creech</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington "A Curricular Plan for the Readers Workshop", Teachers College Electronic PDF, Grade 6 2011-2012 (Available on the shared drive)</p> <p>Assessment: Fountas and Pinnell Running Record Reading Rate (195-220 wpm is benchmark for 6th grade)</p> <ul style="list-style-type: none"> Comprehension Fluency <p>Reading Benchmark: Level V/W Level U : Approaching expectations Level T or below: Does not meet expectations</p> <p>Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's notebooks</p>
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NJSLS.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.

Additional Honors Goals:

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial

<p>discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>		
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Reader's Workshop Unit 2
Studying Characters Through Key Details (Fiction)
October- November 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers study the author's craft by reading books in a series, or books by the same author. Texts include internal and external character traits. Readers expand their understanding of a text by participating in book clubs. <p>Goals:</p> <p>NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and</p>	<p>Bend 1: Getting to Know Characters. Explore how theme and craft are related in text.</p> <ul style="list-style-type: none"> Teachers will model learning new ideas from characters in literature. They will also model connecting those ideas to real life. Teachers will model and encourage creating theories about characters to use in written responses with text evidence. Teachers will demonstrate tracking characters' motivations and expect students to continue this work in their own notebooks. Teachers will further the study of conflict by showing that conflict is created by characters. There are complications/flaws within characters. Teachers will model what objects can reveal about characters. This will serve as an introduction to symbolism. Teachers will model seeing characters through the eyes of other characters Teachers will demonstrate tracing ideas and theories through texts. Vocabulary strategies to assist in comprehension of the text. 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Bully</i> by Patricia Palacio</p> <p><i>Each Kindness</i> by Jacqueline Woodson</p> <p><i>The Paper Bag Princess</i> by Robert Munsch</p> <p><i>Mama Gone</i> by Jane Yolen</p> <p><i>Thank You Ma'am</i> by Langston Hughes</p> <p><i>Under the Rug</i> by Jon Scieszka</p> <p><i>Just Desert</i> by M.T. Anderson</p> <p><i>The Chronicles of Harris Burdick</i> by Chris Van Allsburg</p> <p><i>Feathers and Fools</i> by Mem Fox</p> <p><i>The Raft</i> by Jim LaMarche</p> <p><i>Come on Rain</i> by Karen Hesse</p> <p><i>Each Kindness</i> by Jacqueline Woodson</p> <p><i>Two Thanksgiving Day Gentlemen</i> by O'Henry</p> <p><i>The Gift of the Magi</i> by O'Henry</p> <p><i>Every Living Thing</i> by Cynthia Rylant</p> <p><i>The Cherry Tree Buck and Other Stories</i> by Robin Moore</p> <p><i>The Raven</i> by Edgar Allen Poe</p> <p><i>Each Kindness</i> by Jacqueline Woodson</p> <p><i>Thank You Mr. Falker</i> by Patricia Polacco</p> <p><i>Out of My Mind</i> by Sharon Draper</p>

<p>connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>NJSLS.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B</p>	<ul style="list-style-type: none"> Teachers will stress the importance of reflection on self as a reader. Teachers will meet with students to set, review, and modify goals. <p>Bend 2: Thinking Deeper About Characters Across a Text or Series. Analyze textual evidence and elaborate upon thinking about complex texts.</p> <ul style="list-style-type: none"> Teachers will explain theme through teaching a deeper belief in theories or ideas that are universal to culture. Students will come to understand universal themes or issues that are central to a book itself. Teachers will model viewing a series as a collection of episodes. Students will discover that characters develop and change over the course of a series. Teachers will place strong emphasis on compare and contrast through both oral and written responses. Teachers will explain and demonstrate how to analyze patterns within a series. Students will look for patterns and also see differences as the series progresses. Teachers will work with looking for common or universal themes with series or books of the same genre. Teachers will place heavy emphasis on supporting thinking with text evidence, and model this for students. All students will be expected to provide text evidence in their responses about reading. <p>Bend 3: Reading with Increased Expertise and Power</p> <ul style="list-style-type: none"> Teachers will explain that readers can start books in a 	<p><u><i>Fish in a Tree</i></u> by Lynda Mullaly Hunt <u><i>Twelve Impossible Things Before Breakfast</i></u> by Jane Yolen <u><i>13</i></u> by James Howe</p> <p>Unit Texts (Texts for students to read in book clubs): <u><i>Pictures of Hollis Woods</i></u> by Patricia Reilly Giff (V) <u><i>City of Ember</i></u> by Jeanne DePrau (W) <u><i>The People of Sparks: The Second Book of Ember</i></u> by Jeanne DuPrau (U) <u><i>Kira Kira</i></u> by Cynthia Kadohata (T) <u><i>Ida B</i></u> by Katherine Hannigan (T) <u><i>Al Capone Shines My Shoes</i></u> Gennifer Choldenko (X) <u><i>Al Capone Does My Shirts</i></u> by Gennifer Choldenko (X) <u><i>George</i></u> by Alex Gino <u><i>Among the Hidden</i></u> by Margaret Peterson Haddix <u><i>Among the Imposters</i></u> by Margaret Peterson Haddix <u><i>Among the Betrayed</i></u> by Margaret Peterson Haddix <u><i>City of Ember</i></u> by Jeanne DePrau (Level W) <u><i>Fire Girl</i></u> by Tony Abbot (Level V) <u><i>Hatchet</i></u> by Gary Paulsen (Level R) <u><i>Stargirl</i></u> by Jerry Spinelli <u><i>Love Stargirl</i></u> by Jerry Spinelli <u><i>Wringer</i></u> by Jerry Spinelli <u><i>Julie of the Wolves</i></u> by Jean Craighead George (Level U) <u><i>Flipped</i></u> by Wendelin Van Draanen <u><i>Crash</i></u> by Jerry Spinelli <u><i>I Can't Believe I Have to Do This</i></u> by Jan Alford <u><i>Holes</i></u> by Louis Sachar (Level V) <u><i>My Life in Dog Years</i></u> by Gary Paulsen (Level S) <u><i>Peak</i></u> by Roland Smith (Level T) <u><i>Freak the Mighty</i></u> by Rodman Philbrick <u><i>Max the Mighty</i></u> by Rodman</p>
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<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or</p>	<p>series with knowledge and experience they have gained from other books in the series.</p> <ul style="list-style-type: none"> Teachers will help students develop book clubs to continue discussion of theme, characters, evidence, etc... Students will be held accountable for group discussion, and teachers will model how to have appropriate discussion. Teachers will model analyzing author's craft. The impact of word choice on meaning and tone. Teachers will demonstrate literary analysis and expect students to analyze their literature using the tools and strategies taught in class. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will model how different literary elements interact in a story. Students will track and analyze the development of the theme over the course of a text. Teachers will demonstrate how authors create contrasting character or narrator points of view in a text. Teachers will model how to acknowledge others' contributions to a discussion and reframe their thinking based on those contributions. Students will cite multiple pieces of text evidence to support an inference drawn from the text. Students will engage in collaborative discussions by responding to and building off the ideas of their peers. 	<p>Philbrick <i>Age of Miracles</i> by Karen Thompson Walker <i>Trash</i> by Andy Mulligan</p> <p>Honors Texts: <i>Al Capone Shines My Shoes</i> Gennifer Choldenko (X) <i>Al Capone Does My Shirts</i> by Gennifer Choldenko (X) <i>City of Ember</i> by Jeanne DePrau (Level W) <i>The People of Sparks: The Second Book of Ember</i> by Jeanne DuPrau (Level U) <i>Stargirl</i> by Jerry Spinelli <i>Love Stargirl</i> by Jerry Spinelli <i>Trash</i> by Andy Mulligan <i>A Mango-Shaped Space</i> by Wendy Mass <i>Peak</i> by Roland Smith (Level Y) <i>Walk Two Moons</i>, Sharon Creech <i>The Wanderer</i>, Sharon Creech <i>George</i> by Alex Gino <i>Among the Hidden</i> by Margaret Peterson Haddix <i>Among the Imposters</i> by Margaret Peterson Haddix <i>Among the Betrayed</i> by Margaret Peterson Haddix <i>Freak the Mighty</i> by Rodman Philbrick <i>Max the Mighty</i> by Rodman Philbrick <i>Age of Miracles</i> by Karen Thompson Walker</p> <p>Teacher Resources: http://readingandwritingproject.com <i>When Kids Can't Read What Teachers Can Do</i> by Kyrene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College</p>
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<p>central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>NJSLS.RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>		<p>Electronic PDF, Grade 6 2011-2012 Unit 2 Investigating Characters Across Series (Available on the shared drive)</p> <p>Assessment: Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's notebooks</p>
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Reader's Workshop Unit 3
Developing Analytical Literacies: Reading for Perspective and
Interpretation Power Across Genres
November-December 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers find patterns across texts. Literary elements have commonalities and differences when they are compared across a variety of texts. Theme, and how authors develop theme, must be analyzed for a full understanding of a text. Ideas must be supported with finely grained evidence, from both text and read world experiences. <p>Goals:</p>	<p>Bend 1:</p> <ul style="list-style-type: none"> Teachers will explain analyzing moments in our own lives, and show how we can compare theme literature for what we can learn from those moments. Teachers will demonstrate noticing pivotal moments in stories (Ah Ha Moments). Teachers will explain that stories are about more than one idea and ideas may appear in more than one story. Teachers will continue the modeling of finding universal themes. Teachers will model using a reading lens to focus in on close reading. Students will use 	<p>Mentor Texts (Instructional Read Aloud): <u><i>Bully</i></u> by Patricia Palacio <u><i>Each Kindness</i></u> by Jacqueline Woodson <u><i>The Paper Bag Princess</i></u> by Robert Munsch <u><i>Mama Gone</i></u> by Jane Yolen <u><i>Thank You Ma'am</i></u> by Langston Hughes <u><i>Under the Rug</i></u> by Jon Scieszka <u><i>Just Desert</i></u> by M.T. Anderson <u><i>The Chronicles of Harris Burdick</i></u> by Chris Van Allsburg <u><i>Feathers and Fools</i></u> by Mem Fox <u><i>The Raft</i></u> by Jim LaMarche <u><i>Come on Rain</i></u> by Karen Hesse</p>

<p>NJSLS.RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.A</p>	<p>lenses of different elements learned in Units 1 and 2. ex: theme, character development, conflict, etc...</p> <ul style="list-style-type: none"> Teachers will model how to use evidence gained from reading with a lens to support thinking about reading. Vocabulary strategies to assist in comprehension of the text. <p>Bend 2:</p> <ul style="list-style-type: none"> Teachers will model comparing texts that are united thematically to investigate how respective authors have developed theme. Teachers will model comparing texts that have similar character development to investigate how respective authors have developed characters. Teachers will model how analyzing characters, conflict, etc... can lead to a deeper understanding of theme. <p>Bend 3:</p> <ul style="list-style-type: none"> Teachers will model reading with a lens for symbolism so that students can focus on symbolism and literary craft. This will alert students are to the metaphors in the texts they encounter. Teachers will explain how symbolism and metaphors can help a reader interpret theme. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will model how different literary elements interact in a story and introduce higher level literary devices such as allusion, foil, etc. Students will come prepared to book club discussions with specific passages and questions. Students will track and analyze 	<p><u>Each Kindness</u> by Jacqueline Woodson <u>Thank You Mr. Falker</u> by Patricia Polacco <u>Two Thanksgiving Day Gentlemen</u> by O'Henry <u>The Gift of the Magi</u> by O'Henry <u>Every Living Thing</u> by Cynthia Rylant <u>The Cherry Tree Buck and Other Stories</u> by Robin Moore <u>The Raven</u> by Edgar Allen Poe <u>Out of My Mind</u> by Sharon Draper <u>Fish in a Tree</u> by Lynda Mullaly Hunt <u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen <u>13</u> by James Howe</p> <p>Unit Texts (Texts for students to read in book clubs): <u>Pictures of Hollis Woods</u> by Patricia Reilly Giff (V) <u>Kira Kira</u> by Cynthia Kadohata (T) <u>Ida B</u> by Katherine Hannigan (T) <u>George</u> by Alex Gino <u>City of Ember</u> by Jeanne DePrau (Level W) <u>Fire Girl</u> by Tony Abbot (Level V) <u>Hatchet</u> by Gary Paulsen (Level R) <u>Wringer</u> by Jerry Spinelli <u>Julie of the Wolves</u> by Jean Craighead George (Level U) <u>Flipped</u> by Wendelin Van Draanen <u>I Can't Believe I Have to Do This</u> by Jan Alford <u>Crash</u> by Jerry Spinelli <u>Holes</u> by Louis Sachar (Level V) <u>My Life in Dog Years</u> by Gary Paulsen (Level S) <u>Peak</u> by Roland Smith (Level T) <u>Freak the Mighty</u> by Rodman Philbrick <u>Max the Mighty</u> by Rodman Philbrick <u>Age of Miracles</u> by Karen Thompson Walker <u>Trash</u> by Andy Mulligan</p>
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<p>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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	<p>the development of the theme over the course of a text and how various literary elements contribute to the development of the theme.</p>	<p>Honors Texts: <u><i>Al Capone Shines My Shoes</i></u> Gennifer Choldenko (X) <u><i>Al Capone Does My Shirts</i></u> by Gennifer Choldenko (X) <u><i>City of Ember</i></u> by Jeanne DePrau (Level W) <u><i>The People of Sparks: The Second Book of Ember</i></u> by Jeanne DuPrau (Level U) <u><i>Stargirl</i></u> by Jerry Spinelli <u><i>Love Stargirl</i></u> by Jerry Spinelli <u><i>Trash</i></u> by Andy Mulligan <u><i>A Mango-Shaped Space</i></u> by Wendy Mass <u><i>Peak</i></u> by Roland Smith (Level Y) <u><i>Walk Two Moons</i></u>, Sharon Creech <u><i>The Wanderer</i></u>, Sharon Creech <u><i>George</i></u> by Alex Gino <u><i>Among the Hidden</i></u> by Margaret Peterson Haddix <u><i>Among the Imposters</i></u> by Margaret Peterson Haddix <u><i>Among the Betrayed</i></u> by Margaret Peterson Haddix <u><i>Freak the Mighty</i></u> by Rodman Philbrick <u><i>Max the Mighty</i></u> by Rodman Philbrick <u><i>Age of Miracles</i></u> by Karen Thompson Walker</p> <p>Teacher Resources: <u><i>When Kids Can't Read What Teachers Can Do</i></u> by Kylene Beers <u><i>What Really Matters For Struggling Readers</i></u> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 6 Developing Analytical Practices (Available on the shared drive)</p> <p>Assessment:</p>
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<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>NJSLS.SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>		<p>Fountas and Pinnell Running Record</p> <ul style="list-style-type: none"> • Reading Rate (195-220 wpm is benchmark for 6th grade) • Comprehension • Fluency <p>Reading Benchmark: Level W Level V: Approaching expectations Level V or below: Does not meet expectations</p> <p>Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's notebook entries</p>
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Reader's Workshop Unit 4
Reading to Learn: Synthesizing Nonfiction
(6 weeks January-February)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Text features can be used to enhance comprehension of nonfiction. Good readers will ask questions and seek answers through nonfiction reading. <p>Goals:</p> <p>NJSLS.RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>NJSLS.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.A Come to discussions prepared,</p>	<p>Bend 1: Expository Nonfiction</p> <ul style="list-style-type: none"> Teachers will model how to read nonfiction, providing information on how to ready the mind for understanding an assortment of texts. Teachers will emphasize how to read the structure within Nonfiction (text features) Teachers will continue helping and encouraging students to take ownership over what they read by choosing just right texts. Teachers will demonstrate how nonfiction texts help a reader to teach others through the oral presentations created by students. Teachers will demonstrate how to pick out main ideas in expository nonfiction and support them with text evidence. Teachers will help to create nonfiction book clubs to allow students to continue talking about reading. Teachers will demonstrate how reading and rereading nonfiction can help change ideas of a discussion. Teachers will model how to ask questions while reading nonfiction, and where to find your answers if they are not in the text. Teachers will model how to summarize expository nonfiction for important facts. Vocabulary strategies to assist in comprehension of the text. <p>Bend 2: Narrative Nonfiction</p> <ul style="list-style-type: none"> Teachers will model and explain how narrative 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><u><i>The Impossible Rescue: The Story of an Amazing Arctic Adventure</i></u> by Martin W. Sandler (Z)</p> <p><u><i>Monsters</i></u> by Judith Herbst</p> <p><u><i>Boy</i></u> by Roald Dahl</p> <p><u><i>Harvesting Hope (The Story of Cesar Chavez)</i></u> by Kathleen Krul</p> <p><u><i>Surprising Sharks</i></u> by Nicola Davies</p> <p><u><i>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</i></u> by Stephen R. Swinburne</p> <p><u><i>The Giant and How He Humbugged America</i></u> by Jim Murphy</p> <p><u><i>Pyramid</i></u> by David Macaulay</p> <p><u><i>Jungle</i></u> by Theresa Greenway</p> <p><u><i>The Bat Scientists</i></u> by Mary Kay Carson</p> <p><u><i>Stealing Home: The Story of Jackie Robinson</i></u> by Barry Denenberg</p> <p><u><i>To Be Young in America: Growing Up with the Country</i></u> by Sheila Cole</p> <p><u><i>Life in Ancient China</i></u> by Paul Challen</p> <p><u><i>Rattlesnake Mesa: Stories from a Native American Childhood</i></u> by Ednah New Rider Weber</p> <p><u><i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i></u> by Catherine Thimmesh</p> <p><u><i>Through My Eyes</i></u> by Ruby Bridges</p> <p><u><i>Clean Water</i></u> by Beth Geiger</p> <p><u><i>Secrets of the Mummies</i></u> by Harriet Griffey</p> <p><u><i>Bodies from the Bog</i></u> by James M. Deem</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><u><i>Fire in their Eyes: Wildfires and the People Who Fight Them</i></u> by Karen Magnuson (Unleveled Lexile: 1010)</p> <p><u><i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of</i></u></p>

<p>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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.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.</p> <p>NJSLS.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).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when</p>	<p>nonfiction differs from expository nonfiction.</p> <ul style="list-style-type: none"> Teachers will model how to pick out character traits of real people. Teachers will demonstrate how to pick out main ideas in narrative nonfiction. Teachers will model and encourage students to pick out patterns within narrative nonfiction that can help relate to the theme of the story. Teachers will model how readers can envision narrative nonfiction is a similar way that they do when reading fiction. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Closely analyze the interactions between individuals, events, and ideas as presented in a text. The organization and structure of a text are developed in order to support the author's claim and how to evaluate the evidence supporting the claim. Analyze a text in conjunction with an alternative form of multimedia and consider how the author(s) portrayed the subjects in each piece. Compare and contrast two texts by different authors representing the same subject from different perspectives. Cite several pieces of text evidence to support an inference from the text. Identify an author's point of view and how the author represents their point of view in respect to differing points of view. 	<p><i>New Guinea</i> by Sy Montgomery (U) <i>The Tarantula Scientist</i> by Sy Montgomery (U) <i>Harry Houdini A Photographic story of a life</i> by Vicki Cobb (X) <i>Abraham Lincoln A photographic story of a life</i> by Tanya Lee Stone (V)</p> <p>Honors Texts: <i>Growing Up in Coal Country</i> by Susan Campbell Bartoletti (X) <i>Children of the Great Depression</i> by Russell Freedman (X) <i>Surviving Hitler: A Boy in the Nazi Death Camps</i> by Andrea Warren (Y) <i>Steve Jobs: Thinking Differently</i> by Patricia Lakin</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kyleene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 4 Nonfiction Resources Clubs Developing Analytical Lenses for Informational Reading (Available on the shared drive)</p> <p>Assessment: Reader's Response Notebook entries Individual Conferring Small group book club conversations</p>
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indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

NJSLS.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.

NJSLS.L.6.4.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.

NJSLS.L.6.4.B

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

NJSLS.L.6.4.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.

NJSLS.L.6.4.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)

NJSLS.L.6.5.C

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

NJSLS.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

<p>important to comprehension or expression.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>NJSLS.RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>NJSLS.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>NJSLS.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>		
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Readers Workshop Unit 5
Deepening Thinking About Social Issues Through Historical Fiction
(6 weeks February/March)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Good readers apply techniques for reading, analyzing, and interpreting historical fiction. The themes of historical 	<p>Bend 1: Tools for Reading and Interpreting Historical Fiction</p> <ul style="list-style-type: none"> Teachers will explain and model the importance of understanding background knowledge of a 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>Out of the Dust</i> by Karen Hesse</p> <p><i>Henry's Freedom Box</i> by Ellen Leving</p> <p><i>The Sneetches</i> by Dr. Seuss</p>

<p>fiction fit into a reader's understanding of the world in which they live.</p> <ul style="list-style-type: none"> • Social issues affect characters and conflict within a historical fiction text. • Historical social issues have helped to shape our society. <p>Goals:</p> <p>NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B</p>	<p>historical time period to understand a historical fiction story. This knowledge will be applied to uncovering social issues within historical fiction novels.</p> <ul style="list-style-type: none"> • Teacher will help create book clubs to encourage peer collaboration for understanding historical fiction within historical fiction. • Teacher will demonstrate the process of interpreting story elements within historical fiction texts. • Teachers will place an emphasis on creating timelines of historical fiction to keep track of the progress of social issues within a text. • Teachers will model close reading of descriptions to gain further insight in text. • Teachers will create an understanding of different interpretations of historical fiction (different readers gain different ideas/thoughts from the same texts). • Teachers will model how to pick out the main ideas and social issues within historical fiction texts. • Vocabulary strategies to assist in comprehension of the text. <p>Bend 2: Thinking Deeply about History and Social Issues through Historical Fiction</p> <ul style="list-style-type: none"> • Teachers will model and explain that main characters and sub characters both play roles in the conflict and impact the plot of a story. Sub characters influence the main character. • Teachers will encourage students to envision their character's feelings to help them think as someone else. Teachers will also discuss the importance of building empathy for characters. • Use historical knowledge to analyze the difference between fiction and nonfiction in a historical text. Students will compare and contrast 	<p><u><i>A Sweet Smell of Roses</i></u> <u><i>Rose Blanche</i></u> by Roberto Innocenti</p> <p><u><i>Jimi Sounds Like a Rainbow: A Story of the Young Jimi Hendrix</i></u> by Gary Golio</p> <p><u><i>The Butterfly</i></u> by Patricia Palico</p> <p><u><i>The Yellow Star: The Legend of King Christian X of Denmark</i></u> by Carmen Agra Deedy</p> <p><u><i>The Butter Battle Book</i></u> by Dr. Seuss</p> <p><u><i>Hooray for Diffendoofer Day</i></u> by Dr. Seuss</p> <p><u><i>The Sweet Smell of Roses</i></u> by Angela Johnson</p> <p><u><i>Show Way</i></u> by Jacqueline Woodson</p> <p><u><i>Sister Anne's Hands</i></u> by Marybeth Lorbiecki</p> <p><u><i>Aunt Flossie's Hats (and Crab Cakes Later)</i></u> by Elizabeth Fitzgerald Howard</p> <p><u><i>Harvesting Hope (The Story of Cesar Chavez)</i></u> by Kathleen Krull</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p><u><i>Devil's Arithmetic</i></u> by Jane Yolen</p> <p><u><i>Bud Not Buddy</i></u> by Christopher Paul Curtis</p> <p><u><i>Woods Runner</i></u> by Gary Paulson</p> <p><u><i>Out of the Dust</i></u> by Karen Hesse</p> <p><u><i>Wednesday Wars</i></u> by Gary D. Schmidt</p> <p><u><i>Number the Stars</i></u> by Lois Lowry</p> <p><u><i>War Horse</i></u> by Michael Morpurgo</p> <p><u><i>Cracker</i></u> by Cynthia Kadohata</p> <p><u><i>Esperanza Rising</i></u> by Pam Munoz Ryan</p> <p><u><i>The Cay</i></u> by Theodore Taylor</p> <p><u><i>Al Capone Does My Shirts</i></u> by Gennifer Choldenko</p> <p><u><i>Al Capone Shines My Shoes</i></u> by Gennifer Choldenko</p> <p><u><i>Hiroshima</i></u> by Laurence Yep</p> <p><u><i>Kira Kira</i></u> by Cynthia Kadohata</p> <p><u><i>Wringer</i></u> by Jerry Spinelli</p>
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<p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or</p>	<p>how social issues are similar and different to real life.</p> <ul style="list-style-type: none"> Specific historical social issues affect characters and conflict within a historical fiction text. Teachers will emphasize social themes in historical fiction novels. Knowledge of social issues within history can make a difference in students lives and the lives of future generations. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teachers will guide students to compare, contrast and reflect on a historical account as portrayed in a fictional text. Authors of fiction use and/or alter history to suit their purpose for writing. Cite multiple pieces of text evidence to support an inference from a historical fiction text. Individuals, events, and ideas develop and interact over the course of a historical fiction text. Authors use specific words and phrases to establish the tone of a text. 	<p>Honors Texts: <i>Devil's Arithmetic</i> by Jane Yolen <i>Woods Runner</i> by Gary Paulson <i>Out of the Dust</i> by Karen Hesse <i>The Cay</i> by Theodore Taylor <i>War Horse</i> by Michael Morpurgo <i>Wednesday Wars</i> by Gary D. Schmidt</p> <p>Teacher Resources: <i>When Kids Can't Read What Teachers Can Do</i> by Kylene Beers <i>What Really Matters For Struggling Readers</i> by Richard Allington</p> <p>A Curricular Plan for the Readers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit 5 Historical Fiction Book Clubs Tackling Complex Texts (Available on the shared drive)</p> <p>Assessment: Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's Response Notebook entries</p>
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<p>in a dictionary).</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>NJSLS.RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>NJSLS.RL.7.10. By the end of the year read and comprehend</p>		
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literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Readers Workshop Unit 6
Nonfiction Reading Across Text Sets
(4 weeks April)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Information in texts sets should be compared, contrasted, and discussed before forming an opinion or crafting an argument. Text evidence must be used to support thinking. <p>Goals:</p> <p>NJSLS.RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>NJSLS.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>NJSLS.RI.6.7 Integrate information presented in different media or formats (e.g.,</p>	<p>Bend I: Reading Across Texts to Develop and Compare Ideas and Information</p> <ul style="list-style-type: none"> Teachers will introduce text sets by getting students to read various articles/perspectives of a topic and compare the formats of each. Students will use text evidence from multiple text sets to create a claim and form an argument about a specific topic. Students work in small groups to further develop their argument. Organizing thinking from text sets. <p>Bend II: Becoming Argument-Debaters: Researchers Investigate Issues, Recognize Sides</p> <ul style="list-style-type: none"> Investigating multiple sides of a topic. Determining point of view and bias. Debate protocol. <p>Bend III: Employing close, critical, interpretive reading to notice how authors craft their arguments</p> <ul style="list-style-type: none"> Angeling your argument. Presenting to your audience. Using anecdotes to stir up emotions. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Identify two or more central ideas in a text and trace their development over the course of the text. 	<p>Mentor Texts (Instructional Read Aloud):</p> <p>Dogs in School Text Set (articles/video) “Listening to Wisdom From a 10-Year-Old Son About His Head Injury” (2009) from New York Times “Unique study explores cumulative effect of hits in high school football” (2011) from Sports Illustrated “Section V: Increasing Physical Activity” (2010) from White House Task Force on Childhood Obesity Report to the President</p> <p>Unit Texts (Texts for students to read in book clubs):</p> <p>Dogs in School Eating Bugs</p> <p>Honors Texts: Teacher-selected texts</p> <p>Teacher Resources: http://readingandwritingproject.com/public/themes/rwproject/resources/workshop_materials/12-11-2013/Institute%20on%20Argumentation%202013/Seventh%20Grade%20Unit%2003%20-%20Nonfiction%20Research%20Across%20Text%20Sets%20(1).pdf</p>

<p>visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>NJSLS.RI.6.8 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> <p>NJSLS.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through</p>	<ul style="list-style-type: none"> • The organization and structure of a text are developed in order to support the author's claim. • Analyze a text in conjunction with an alternative form of multimedia and consider how the author(s) portrayed the subjects in each piece. • Compare and contrast two texts by different authors representing the same subject from different perspectives. • Cite multiple pieces of text evidence from multiple sources to support an inference drawn from the texts. • Trace and evaluate a common argument made within two or more texts. 	<p>Assessment: Fountas and Pinnell Running Record</p> <ul style="list-style-type: none"> • Reading Rate (195-220 wpm is benchmark for 6th grade) • Comprehension • Fluency <p>Reading Benchmark: Level X Level W: Approaching expectations Level V or below: Does not meet expectations</p> <p>Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's Response Notebook entries</p>
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<p>reflection and paraphrasing.</p> <p>NJSLS.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.</p> <p>NJSLS.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.</p> <p>NJSLS.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).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Additional Honors Goals:</p> <p>NJSLS.RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RI.7.5. Analyze the structure an author uses to organize a text,</p>		
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<p>including how the major sections contribute to the whole and to the development of the ideas.</p> <p>NJSLS.RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>NJSLS.RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>NJSLS.RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>NJSLS.RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>		
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Readers Workshop Unit 7
Fantasy Book Clubs
(5-6 weeks May/June)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Readers apply strategies for holding onto and monitoring for comprehension as they read complicated and complex fantasies. Fantasies are more than epic adventures but are symbolic of larger themes. 	<p>Bend 1: Thinking analytically at the start of a book - learning to build the world of the story when it's in another world.</p> <ul style="list-style-type: none"> Reading analytically at the start of a story. Analysing the setting as a psychological site. Investigating power early in 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i><u>Twelve Impossible Things Before Breakfast</u></i> by Jane Yolen</p> <p><i><u>The Cherry Tree Buck and Other Stories</u></i> by Robin Moore</p> <p><i><u>Uncle Septimus' Beard</u></i> by Herbert Shippey</p>

<ul style="list-style-type: none"> • Readers think about fantasies metaphorically. • Archetypal characters, author's craft, and elements of illusion must be considered when determining theme. <p>Goals: NJSLS.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>NJSLS.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>NJSLS.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>NJSLS.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>NJSLS.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>NJSLS.RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p> <p>NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and</p>	<p>the novel.</p> <ul style="list-style-type: none"> • Learning alongside the main character. • Tackling hard vocabulary by studying patterns, word families, and Latin roots <p>Bend 2: Developing thematic understanding- it's about more than dwarfs and elves.</p> <ul style="list-style-type: none"> • Developing thematic understanding. • Analyzing how authors develop themes. • Investigating dominant themes. • Analyzing inner, as well as outer strengths. • Analyzing point of view. • Dealing with multiple plotlines. <p>Bend 3: Literary traditions, including archetypes, quest structures, and thematic patterns.</p> <ul style="list-style-type: none"> • Analyzing archetypes. • Analyzing quest structures - internal and external quests. • Considering how authors play with archetypes. • Comparing themes across texts. • Reading with critical lenses. • Deepening reading of all genres. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Recognizing conflict in fantasy stories as reflections of the social structure of our world. • Analyzing how a text is reflective of the hero's journey. • Teachers will model how different literary elements interact specifically within a fantasy story. • Identify the limits of magic and power in a text and consider the intention behind the author's craft. • Cite multiple pieces of text 	<p><u>Paperbag Princess</u>, by Robert Munsch <u>Cloudy with a Chance of Meatballs</u>, Judi Barrett <u>Where the Wild Things Are</u>, Maurice Sendak <u>The Wizard of Oz</u> <u>Weslandia</u>, Paul Fleischman <u>The Cherry Tree Buck</u>, Robin Moore <u>The Chronicles of Harris Burdick</u>, Chris van Allsburg <u>Tuesday</u>, David Wiesner <u>The Stinky Cheese Man</u>, Jon Scieszka <u>Squids Will Be Squids</u>, Jon Scieszka <u>Harry Potter and the Sorcerer's Stone</u>, JK Rowling <u>Rules of Summer</u>, Shaun Tan The Wizard of Oz (1939 film)</p> <p>Unit Texts (Texts for students to read in book clubs): <u>Guardians of Ga'hoole Book 1</u> by Katherine Lasky (V) <u>The Fire Chronicles</u> by John Stephens (U) <u>The Black Reckoning</u> by John Stephens <u>Gregor the Overlander</u> by Suzanne Collins <u>Gregor and the Prophecy of Bane</u> by Suzanne Collins</p> <p>Honors Texts: <u>Eragon</u> by Christopher Paolini (Y) <u>Eldest</u> by Christopher Paolini (Y) <u>Brisinger</u> by Christopher Paolini (Y)</p> <p>Teacher Resources: A Quick Guide to Teaching Reading Through Fantasy Novels, 5-8 By Mary Ehrenworth</p> <p>Assessment: Fountas and Pinnell Running</p>
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<p>teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>NJSLS.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>NJSLS.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.</p> <p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p>	<p>evidence to support an inference found in the text.</p> <ul style="list-style-type: none"> • Characters and events are woven together to interact over the course of a fantasy story. • The literary elements of the fantasy genre interact to establish the theme of a story. • Students will trace theme in fantasy books. • Students will follow the plot of a fantasy story, while discovering how setting, characters, and conflict play into the overall theme. 	<p>Record</p> <ul style="list-style-type: none"> • Reading Rate (195-220 wpm is benchmark for 6th grade) • Comprehension • Fluency <p>Level Y: On Benchmark Level X: Approaching expectations Level W or below: Does not meet expectations</p> <p>Student/teacher conferences Reading logs Reading pace and stamina Contributions to book clubs Student presentations Student self-reflection Learning Progressions Rubrics Reader's Response Notebook entries</p>
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<p>NJSLS.L.6.4.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.</p> <p>NJSLS.L.6.4.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).</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.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.</p>		
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<p>Additional Honors Goals:</p> <p>NJSLS.RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>NJSLS.RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>NJSLS.RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>		
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**Readers Workshop Unit 8
Launching a Summer of Reading
(1 week June)**

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Reading that occurred during 6th grade was preparation to read independently over the summer. • Choosing just right books of personal interest are important when selecting summer reading texts. <p>Goals: NJSLS.RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Teachers will present summer reading requirements/choices, and assist students with goal setting.</p>	<p><i>7th Grade Summer Reading Requirements posted on the school website.</i></p> <p><i>7th Grade Honors Summer Reading Requirements posted on the school website.</i></p>

6th GRADE WRITING

Writer's Workshop Unit 1A
Introduction to Middle School Writing Workshop
Honors: Raising the Level of Text Evidence in Our Writing

Understandings	Teaching Points (Possible Mini Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will revisit the rules of grammar and paragraph structure. Students will successfully understand and create well written paragraphs that can be used in any subject matter. Students will learn paragraph terminology. Students will construct written responses to literature, developing claims and reasons to support thinking. Honors students will use grade level text evidence and citations. Honors students will publish literary analysis using technology, to help them collaborate with peers and teachers on their writing. <p>Goals: NJSLs.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLs.W.6.6 Use technology, including the Internet, to produce and publish</p>	<ul style="list-style-type: none"> Teachers will model how to write a structured paragraph citing text evidence. Teachers will review basic grammar skills such as subject-verb agreement and parts of speech. Teachers will instruct students in the composition of simple, compound, and complex sentences. Teachers will review how and when to use transitional words and phrases. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Vary sentence structure and vocabulary in writing. Effectively revise to strengthen writing. Effectively select a strong piece of text evidence and clearly explain how it supports a claim. Teachers will demonstrate and expect students to use technology to enhance their writing through conferencing with peers and teachers. Teachers will model expectations for publishing and help students understand the available tools that will be utilized throughout the year. 	<p>Mentor Texts (Instructional Read Aloud): <u>"The Gift of the Magi."</u> and <u>"Two Thanksgiving Day Gentlemen"</u> by O'Henry <u>Every Living Thing</u> by Cynthia Rylant <u>Thank You Ma'am</u> by Langston Hughes <u>Fly Away Home</u> by Eve Bunting <u>"The Landlady"</u> by Roald Dahl <u>The Babysitter</u> by Jane Yolen <u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen <u>Raymond's Run</u> by Toni Cade Bambara <u>The Chronicles of Harris Burdick</u>, by Chris van Allsburg</p> <p>Additional Honor's Texts: <u>"The Landlady"</u> by Roald Dahl <u>The Babysitter</u> by Jane Yolen <u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen <u>Raymond's Run</u> by Toni Cade Bambara <u>The Chronicles of Harris Burdick</u>, by Chris van Allsburg</p>

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.

NJSLS.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.

NJSLS.L.6.1

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

NJSLS.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

NJSLS.L.6.1.B

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

NJSLS.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

NJSLS.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

NJSLS.L.6.1.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.*

NJSLS.L.6.2

Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.

NJSLS.L.6.2.A

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

NJSLS.L.6.2.B

Spell correctly.

NJSLS.L.6.3

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

NJSLS.L.6.3.A

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

NJSLS.L.6.3.B

Maintain consistency in style and tone.*

Additional Honors Goals:

W.7.2. Write

informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; 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).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.5. 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, focusing on how well purpose and audience have been addressed.</p>		
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Writer's Workshop Unit 1B
Personal Narrative Writing
October/November (4-5 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will pick out “small moments” to write about and will be encouraged to choose moments they have never before put into writing. Students will show and not tell in their writing. Students will revise their draftings by looking through their writer’s notebook entries to ratchet up their own work with skills, strategies, mentor texts, and talks with partners. Students will use teacher mentor texts as inspiration to take new risks and apply new strategies to their own work. Students will develop strategies to conference about their writing with both teachers and peers. Students 	<p>Bend 1: Launching Independent Writing Lives and Generating Personal Narratives</p> <ul style="list-style-type: none"> Teachers will model how to set up your notebook for writing. Teachers will encourage the idea of writing “long and strong”. Teachers will demonstrate how to tell the story from the narrator's point of view. Teachers will model how to use mentor texts to raise the level of your own writing. This will include showing students how to take risks in their writing. Teachers will read a variety of mentor texts that students can reference throughout the unit. Teachers will discuss how to reflect on writing and pause to set goals.. 	<p>Mentor Texts (Instructional Read Aloud): <i>Knucklehead: Tall Tales and Mostly True Stories About Growing Up Scieszka</i> by Jon Scieszka <i>Boy: Tales of Childhood</i> by Roald Dahl <i>Guys Write for Guys Read</i> by Jon Scieszka <i>Looking Back</i> by Lois Lowry <i>The Circuit</i> by Francisco Jimenez</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p>

<p>will pick out specific discussion points they would like to focus on.</p> <p>Goals: NJSL.S.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>NJSL.S.W.6.3.A 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>NJSL.S.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSL.S.W.6.3.C 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>NJSL.S.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSL.S.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSL.S.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>	<ul style="list-style-type: none"> Teachers will show how to use flash drafts to decide on a meaningful small moment for a narrative. Teachers will demonstrate how some stories can pan out into longer pieces and how some cannot. Teachers will conduct a series of mini lessons on characters, conflict/resolution, climax,, themes, figurative language, sensory details, and mood/tone during both the writing and reading unit. All of this knowledge should be applied to the narrative writing. <p>Bend 2: Moving through the Writing Process and toward Our Goals</p> <ul style="list-style-type: none"> Teachers will model rehearsing: Experimenting with Beginnings. This will include students “telling” their stories in different ways before they start writing. Teachers will model and encourage flash drafting: Get the whole story on the page. Teachers will encourage using Writer’s Notebooks for Mindful, Goal Driven Work Teachers will model how to re-angle and rewrite to convey what a story is really about. Teachers will model how to elaborating on important scenes and add new ones from the Past Teachers will show how to use checklists, rubrics, and all available resources to aid with final touches. <p>Bend 3: Final Product</p> <ul style="list-style-type: none"> Teachers will demonstrate how to end stories in meaningful ways and encourage students to develop a message/theme in their writing. 	<p><u><i>Units of Study for Argument, Information, and Narrative Writing</i></u> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann</p> <p><u><i>Schoolwide Personal Narrative Writing</i></u> by Writing Fundamentals Grade 6 Published by Writing Fundamentals</p> <p><u><i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.</p> <p>Assessment:</p> <ul style="list-style-type: none"> Reader’s Response Notebook entries Individual Conferring Small group conferencing Narrative Checklist Narrative Rubric District Narrative Benchmark
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<p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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>NJSLS.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.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague</p>	<ul style="list-style-type: none"> • Teachers will model how to edit sentences for rhythm and meaning. • Teachers will create an atmosphere of celebration as students come together as a community of writers to celebrate their writing. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Use figurative language and description to convey actions and experiences of an author's personal experiences. • Compound and complex sentences are used to enhance writing using a variety of sentence types. • Teacher will elaborate on how to address the audience through language/word choices to elicit different reactions from the reader. • Language helps the reader relate to the writer's emotions and the overall theme of the story. 	
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<p>pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.3. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>NJSLS.W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a</p>		
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<p>single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLS.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>		
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Writer's Workshop Unit 2
Realistic Fiction
November/December 4 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will develop realistic fiction with rich characters, settings and plot. Students will go through the writing process from collection to publishing. Students will understand the genre of realistic fiction, and understand the elements that go into it. Students will sample various leads, endings and ideas in realistic fiction and understand that writing is not a “one and done” process. 	<p>Bend 1: Understanding how and why writers write realistic fiction</p> <ul style="list-style-type: none"> Even though this isn't personal, writers still write about what they know. Teachers model the difference this makes in their writing. Teachers will model developing characters, plots, issues, conflicts, and solution. Teachers will read various realistic fiction stories to prove that realistic fiction comes from real events. Teachers will model how to develop purpose and themes 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i><u>Bully</u></i> by Patricia Palacio</p> <p><i><u>Thank You Ma'am</u></i> by Langston Hughes</p> <p><i><u>The Raft</u></i> by Jim LaMarche</p> <p><i><u>Come on Rain</u></i> by Karen Hesse</p> <p><i><u>Each Kindness</u></i> by Jacqueline Woodson</p> <p><i><u>Every Living Thing</u></i> by Cynthia Rylant</p> <p><i><u>Out of My Mind</u></i> by Sharon Draper</p> <p><i><u>Fish in a Tree</u></i> by Lynda Mullaly Hunt</p> <p><i><u>13</u></i> by James Howe</p> <p><i><u>Raymond's Run</u></i> by Toni Cade Bambara</p> <p>Teacher Resources:</p>

<p>Goals: NJSLS.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>NJSLS.W.6.3.A 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>NJSLS.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSLS.W.6.3.C 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>NJSLS.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSLS.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.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>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3</p>	<p>within realistic fiction.</p> <ul style="list-style-type: none"> Teachers will model addressing an audience. Teachers will encourage collecting notebook entries to weed out the story you want to write. <p>Bend 2: Taking ideas and putting them on paper! Create a story!</p> <ul style="list-style-type: none"> Teachers will model different story openings/leads and explain that writing doesn't need to start from the beginning. Teachers will model how to create a setting. Teachers will demonstrate how to create fictional characters. Teachers will encourage students to sample various leads and endings. (Writing is not one and done!) Teachers will encourage using mentor texts as inspiration. Teachers will discuss the different ways writers publish realistic fiction. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Figurative language and description convey actions and experiences through a created character. Teacher will ask students to take this to the next level by ensuring this is found throughout the story. Teacher will encourage use of figurative language through show not tell. Compound and complex sentences enhance writing by using varying types of sentences. Teacher will model and expect students to add in compound complex sentences to their stories. Students will self monitor their writing to ensure their sentence structure varies throughout the paper. Teacher will model sentence 	<p>http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <ul style="list-style-type: none"> <u><i>Units of Study for Argument, Information, and Narrative Writing</i></u> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann <u><i>Schoolwide Personal Narrative Writing</i></u> by Writing Fundamentals Grade 6 Published by Writing Fundamentals <u><i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project. <p>Assessment: Reader's Response Notebook entries Individual Conferring Small group book club conversations Narrative Checklist</p>
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<p>up to and including grade 6 here.)</p> <p>NJSLS.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>NJSLS.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.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English</p>	<p>variation and fluency to develop written expression and meaning.</p> <ul style="list-style-type: none"> • Teacher will elaborate on how to address the audience through language/word choices to elicit different reactions from the reader. • Language helps the reader relate to the character's emotions and the overall theme of the story. • Word choices and language enhances and changes the reader's understanding of the story. • Students will be expected to write with their audience in mind. 	
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<p>capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.3. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>NJSLS.W.7.10. 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.</p> <p>NJSLS.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
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Writer's Workshop Unit 3
Literary Essay
December/January 4 Weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will learn to express their thoughts about reading through writing, and name ideas succinctly and to back up ideas and observations with strong evidence. Students will evaluate the strength of the evidence they choose. Students will annotate texts, and incorporate quotes with context and precision. Students will clarify and elaborate on their thinking. <p>Goals:</p> <p>NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>NJSLS.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> <p>NJSLS.W.6.2.A Introduce a topic and</p>	<p>Bend 1: Writing Strong Literary Essays (Assess and determine what students know and do not know about essay writing as well as introduce in broad strokes some of the root moves of essay writing that will be developed later on. Draft and revise a simple essay about a character.)</p> <ul style="list-style-type: none"> Teachers will read aloud different essays to demonstrate structure and elements of essays. Teachers will model how to grow big ideas from details about characters. Teachers will explain and demonstrate writing to discover what a character truly wants. Teachers will model crafting claims about characters and conference with students about their own claims. Teachers will model conveying evidence: summarizing and storytelling. Teachers will encourage students to study and refer back to mentor texts to construct their literary essays. Teachers will model and stress the importance of revising essays to be sure you analyze as well as cite text evidence. Teachers will demonstrate and provide students with transitional words that are grade appropriate to add into their writing. <p>Bend 2: Elevating the Complexity of Literary Essays (Draft again a simple essay about a character but this time angling their essays to consider the theme of the text they are analyzing.)</p> <ul style="list-style-type: none"> Teachers will demonstrate 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>"The Gift of the Magi."</i> and <i>"Two Thanksgiving Day Gentlemen"</i> by O'Henry</p> <p><i>Every Living Thing</i> by Cynthia Rylant</p> <p><i>Thank You Ma'am</i> by Langston Hughes</p> <p><i>Fly Away Home</i> by Eve Bunting</p> <p><i>"The Landlady"</i> by Roald Dahl</p> <p><i>The Babysitter</i> by Jane Yolen</p> <p><i>Twelve Impossible Things Before Breakfast</i> by Jane Yolen</p> <p><i>Raymond's Run</i> by Toni Cade Bambara</p> <p>Resources:</p> <p>http://readingandwritingproject.com/</p> <ul style="list-style-type: none"> A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive) <i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project. <i>The Literary Essay From Characters to Compare/Contrast</i> Grade 6 Written by Kate Roberts and Kathleen Tolan <p>CD-ROM for Informational Writing</p>

<p>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> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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</p>	<p>looking for themes in the conflict of a text.</p> <ul style="list-style-type: none"> Teachers will reinforce drafting using “all that you know”. Teachers will recap the idea of “First Impressions” and “Closing Remarks”. Teachers will reinforce quoting texts to prove your thinking. Teachers will open editing to peer conferences. <p>Bend 3: Writing Compare and Contrast Essays (Compare two texts through the lens of a common theme, teaching students to consider the similarities and differences in the ways two texts deal with an issue or problem.)</p> <ul style="list-style-type: none"> Teachers will help students building their muscles to compare and contrast, by demonstrating how to annotate two texts for similar themes and ideas. Teachers will encourage students to use all information learned about essay writing to craft their compare and contrast essay. Teachers will model compare and contrast transitional words. Revision will focus on identifying run-ons and sentence fragments. Teachers will encourage writing with simple, compound, and complex sentences to improve fluency in writing. Teachers will create an atmosphere of celebration over literary essays. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Organize literary analysis to most effectively convey a claim and text evidence. Make the most of text evidence by reflecting and analyzing in a way that best supports the claim. Students will reflect on their writing to better address the 	<p>included in the Units of Study.</p> <p>Assessment:</p> <ul style="list-style-type: none"> Reader’s Response Notebook entries Individual Conferring Small group book club conversations Opinion & Argument Checklist Learning Progressions Exemplar Texts District Benchmark Assessment in Argument Writing Scored with Teachers College Information Rubric. See page viii in the <i>The Literary Essay From Characters to Compare/Contrast</i> book. Use the Learning Progressions for Argument writing.
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<p>of three pages in a single sitting.</p> <p>NJSLS.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.6.9.A 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>NJSLS.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.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical</p>	<p>audience or to try a new approach in defending a claim.</p> <ul style="list-style-type: none"> • Teacher will facilitate student discussions to help students draw conclusions from others with varying or similar viewpoints which can then be used as enhanced evidence for writing. • Reflect on writing to reduce wordiness and redundancy and emphasize how to make literary analysis as clear and concise as possible. • Teacher will encourage and model how to use peers and the teacher as a mentor/editor for writing. Students will be expected to meet and discuss to improve writing and will modify their writing and claims to adjust to new information learned. • Student will participate in a writing community where all learners bring information and ideas to discussion to be used to improve written expression. • Vary word choice and sentence structure using different styles of sentence structure to help enhance meaning and written expression. • Individual and group conferences where students address their own strengths and needs. • Student selected writing goals. 	
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<p>elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>NLSLS.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>A. Introduce a topic clearly, previewing what is to follow; 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).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform</p>		
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<p>about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>NLSLS.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NLSLS.W.7.5. 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, focusing on how well purpose and audience have been addressed.</p> <p>NLSLS.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>		
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Writer's Workshop Unit 4
Informational Writing
January/February (6 weeks)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will be able to determine a credible resource. Students will convey ideas and information about a subject in a well-structured text. Students will use transitions to connect ideas, information, and examples and to imply relationships. Students will use subheadings and/or clear introductory transitions to separate sections. 	<p>Bend 1: Writing Research Based Informational Essays</p> <ul style="list-style-type: none"> Teachers will model how to sort through topics and begin the narrowing down process. Teachers will demonstrate of choosing a topic that you know a little about and would like to know more about. Teachers will model how to find, and discuss elements of a credible resource. Teachers will discuss using 	<p>Mentor Texts (Instructional Read Aloud):</p> <p><i>The Impossible Rescue: The Story of an Amazing Arctic Adventure</i> by Martin W. Sandler (Z)</p> <p><i>Monsters</i> by Judith Herbst</p> <p><i>Boy</i> by Roald Dahl</p> <p><i>Harvesting Hope (The Story of Cesar Chavez)</i> by Kathleen Krul</p> <p><i>Surprising Sharks</i> by Nicola Davies</p> <p><i>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</i> by Stephen R. Swinburne</p>

<ul style="list-style-type: none"> Students will support readers' learning by using a teaching tone and a formal style as appropriate. <p>Goals: NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</p> <p>NJSLS.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> <p>NJSLS.W.6.2.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.</p> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details,</p>	<p>multiple resources and demonstrate how to pick out relevant information.</p> <ul style="list-style-type: none"> Teachers will model the structure of an informational essay and compare and contrast how it relates to other types of essays. (Boxes and bullets) <p>Bend 2:</p> <ul style="list-style-type: none"> Teachers will model and provide examples of different parts of the informational essay: Introduction, SubTopics, Conclusion, Text Features, etc... Teachers will model and provide information for MLA in text citations and paraphrasing. Teachers will model hows to writing with detail about informational texts. Teachers will review lifting the level of sentence complexity Teachers will discuss using text features to strengthen writing, demonstrating how to choose the most helpful and appropriate text features or the paper. Teachers will model quoting/paraphrasing with a Purpose in Mind <p>Bend 3: Sharing knowledge on a digital platform such as websites or digital slideshow presentations. Students will share their work, promoting awareness and activism for the issues they've chosen.</p> <ul style="list-style-type: none"> Teachers will model how to revise to fit digital formats. Teacher will encourage celebration: presentations, feedback, and reflection. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Organize nonfiction writing and nonfiction features to enhance the audience's understanding of a topic. Analyze sources for credibility and evidence. 	<p><i>The Giant and How He Humbugged America</i> by Jim Murphy <i>Pyramid</i> by David Macaulay <i>Jungle</i> by Theresa Greenway <i>The Bat Scientists</i> by Mary Kay Carson <i>Stealing Home: The Story of Jackie Robinson</i> by Barry Denenberg <i>To Be Young in America: Growing Up with the Country</i> by Sheila Cole <i>Life in Ancient China</i> by Paul Challen <i>Rattlesnake Mesa: Stories from a Native American Childhood</i> by Ednah New Rider Weber <i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i> by Catherine Thimmesh <i>Through My Eyes</i> by Ruby Bridges <i>Clean Water</i> by Beth Geiger <i>Secrets of the Mummies</i> by Harriet Griffey <i>Bodies from the Bog</i> by James M. Deem</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p> <p><i>Units of Study for Argument, Information, and Narrative Writing</i> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann <i>Schoolwide Personal Narrative Writing</i> by Writing Fundamentals Grade 6 Published by Writing Fundamentals <i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and</p>
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<p>quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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>	<ul style="list-style-type: none"> • Teacher will help students conduct research to find the most effective sources with the best evidence to support the topic. • Teacher will discuss and model how to use nonfiction text features to enhance the understanding of the topic at hand and to present information that builds upon what is already written in a more detailed light. • Set guidelines for a standard format for citation. • Teacher will model different types of nonfiction writing (narrative/informational) and expect students to vary their approaches and change their style based on the audience and information. • Teacher will meet with students to ensure they are gathering information using credible sources and conduct lessons to help students identify the validity of sources on their own. • Use multiple sources and peers to gather relevant nonfiction information and sort through that information to form valid claims with evidence. • Teacher will model expectations for nonfiction writing and show how to address a nonfiction audience through voice, grammar, and sentence structure. • Strategies and tools to use when presenting nonfiction information orally. Teacher will set expectations and guidelines of how to adapt writing for presentation purposes. • Teacher will emphasize word choice and vocabulary for nonfiction writing. Refine writing to reduce repetition and redundancy. • Narrow down nonfiction information to support the writer's claim and the interest of the audience. 	<p>Writing Project. <u><i>Research-Based Information Writing</i></u> Grade 6 Written by Lucy Calkins, Maggie Beattie Roberts, & Emily Strong Campbell CD-ROM for Informational Writing included in the Units of Study.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Reader's Response Notebook entries • Individual Conferring • Small group book club conversations • Information Checklist • District Benchmark Assessment in Informational Writing Scored with Teachers College Information Rubric. See page vii in the <u><i>Research-Based Informational Writing</i></u> book
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NJSLS.W.6.7

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

NJSLS.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.

NJSLS.W.6.9

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

NJSLS.W.6.9.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").

NJSLS.W.6.9.B

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

NJSLS.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.

NJSLS.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or

<p>themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>NJSLS.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>NJSLS.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical</p>		
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<p>elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; 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). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to</p>		
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inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLS.W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

NJSLS.W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

NJSLS.W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NJSLS.SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Writer's Workshop Unit 5

Poetry

March 4 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
Enduring Understandings: <ul style="list-style-type: none"> Students will look at the details with multiple perspectives and use their poet's eyes to observe. 	Bend 1: Changing your view of words <ul style="list-style-type: none"> Generating ideas with sensory images for ordinary objects. Generating ideas with poetic description vs. scientific 	Mentor Texts (Instructional Read Aloud): <u>Out of the Dust</u> by Karen Hesse <u>Love That Dog</u> by Sharon Creech

<ul style="list-style-type: none"> Students will generate ideas for poems from feelings, everyday experiences and from observing the world around them. Writers are able to express themselves and their unique perspectives of the world through poetry. Writers use poetry to create a vision, experience or feeling in the reader's mind. <p>Goals: NJSL.S.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>NJSL.S.W.6.3.A 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>NJSL.S.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSL.S.W.6.3.C 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>NJSL.S.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSL.S.W.6.3.E Provide a conclusion that follows from the narrated experiences or</p>	<p>description.</p> <ul style="list-style-type: none"> Creating a unique moment. Emotion Abstract vs. Concrete Telling a story with poetry <p>Bend 2: Form and Creation</p> <ul style="list-style-type: none"> Layout, placement size and font Repetition and symbolism Language choices Titles and final lines Using verbs <p>Bend 3: Publication</p> <ul style="list-style-type: none"> Performance/sharing Creating a collection <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> Teacher will model different styles of poetry and compare them to narrative techniques already learned in class. Rework/redevelop writing in poetic format. Analyze different types of poetry to enhance their own writing and apply new poetic techniques. Teacher will model poetic techniques to create narrative and pacing in poetry. Teacher will emphasize the importance word choice and reflection in poetry. Develop complex themes within poetry. Poetry can be similar to other styles of writing learned this year and these writing styles/genres can be modified into a poetic form. Poetic form can change the audience understanding of a topic or theme. Specific vocabulary, word choice, figurative language, show not tell details, and connotation can affect the reader. Teacher will draw upon classic and contemporary poets to demonstrate different poetic styles and forms. 	<p><i><u>Skin Deep and Other Teenage Reflections</u></i> by Angela Shelf Medearis <i><u>Hate That Cat</u></i> by Sharon Creech <i><u>This is Just to Say</u></i> by Joyce Sidman "This is Just to Say" by William Carlos Williams "The Raven" by Edgar Allen Poe "The Ballad of the Green Beret" by Sergeant Barry Sadler "A Narrow Fellow in the Grass" by Emily Dickinson "Pencil Sharpener" by Zoe Ryder White</p> <p>Assessment: Poetry collection</p>
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<p>events.</p> <p>NJSLS.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>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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>NJSLS.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.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective,</p>	<ul style="list-style-type: none"> • Students will publish and illustrate their poetry using a variety of online tools. • Poetry can display stories, emotions, feelings, and themes similar to those found in narrative story writing. • Students will modify their writing through individual and group conferences. • Teacher will challenge students to use vocabulary words that are grade appropriate and expressive. 	
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<p>possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p>		
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<p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.10. 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</p>		
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<p>discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>		
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Writer's Workshop Unit 6
Argument Essay
April/May 6 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will use persuasive language and transitions/ Students will craft a convincing call to action Students will read and analyze multiple texts about a topic to draw conclusions and develop an argument. Students will draw the conclusion that persuasive writing can serve as a vehicle for social change. <p>Goals: NJSLS.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>NJSLS.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and</p>	<p>Bend 1: Personal Essay</p> <ul style="list-style-type: none"> Reading personal essay Writers write about what they know Deciphering how personal essay is different from personal narrative Elements of personal essay: Thesis and supporting reasons Structure of personal essay: Boxes and Bullets Writing and publishing a personal essay Writers craft their sentences carefully and deliberately Writers craft their paragraphs carefully and deliberately <p>Bend 2: Persuasive/Argument Essay</p> <ul style="list-style-type: none"> Choosing a topic (Something you are interested and passionate about) Choose a side (Stronger or weaker) Boxes and Bullets Supporting main ideas Parts of an opening paragraph (Understanding why the issue is important) 	<p>Mentor Texts (Instructional Read Aloud): Lego Essay Easy Bake Oven Essay Do You Believe in Me? (speech) I Have a Dream Dogs in School Articles Chocolate Milk Articles <i>The Lorax</i> by Dr. Seuss <i>Read All About It!</i> By Jim Trelease <i>Feathers and Fools</i> by Mem Fox <i>Fox</i> by Margaret Wild <i>The Giving Tree</i> by Shel Silverstein</p> <p>Teacher Resources: http://readingandwritingproject.com/</p> <p>Core Curriculum Content Standards http://www.corestandards.org/the-standards/english-language-arts-standards</p> <p>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</p>

<p>demonstrating an understanding of the topic or text.</p> <p>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.W.6.1.E Establish and maintain a formal/academic style, approach, and form.</p> <p>NJSLS.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> <p>NJSLS.W.6.2.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.</p> <p>NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> • Persuasive Language • Transitions • Call to Action • Audience <p>Bend 3: Research Based Argument Essay</p> <ul style="list-style-type: none"> • 4 Corners • Real life uses of argument writing • Choosing an argument • Credible Sources • Dissecting Research • Thesis and Supporting Evidence • Review and Organize • Conferring • Explain why the issue is important • Read and analyze multiple texts about a topic to draw conclusions and develop an argument • Write on demand essays • Conduct research for research based argument essays • Analyze and organize resources • Use voice in essay writing • View real life examples of persuasive & argument writing and see the change they created. <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Teachers will model how to use sufficient and reliable text evidence to raise the level of an argument. Teachers will facilitate the discussion of what constitutes effective text evidence. • Teacher will facilitate discussions where students compare evidence and reflect on the opposite side of an argument to enhance their writing. Students will build their counter argument by gathering information credible information from both sides of a topic. • Teacher will demonstrate structure of an argument essay and how to using language and literary devices to build an effective argument. • Teacher will model how the styles, word choice, and evidence of different argument pieces and allow students to explore how these styles they impact the 	<p><u><i>Units of Study for Argument, Information, and Narrative Writing</i></u> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann</p> <p><u><i>Schoolwide Personal Narrative Writing</i></u> by Writing Fundamentals Grade 6 Published by Writing Fundamentals</p> <p><u><i>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</i></u> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Individual Conferring • Small group conversations • Argument Checklist/Rubric • Argument Essay
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<p>NJSLS.W.6.2.E Establish and maintain a formal style.</p> <p>NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>NJSLS.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>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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>NJSLS.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>NJSLS.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</p>	<p>audience.</p> <ul style="list-style-type: none"> • Teacher will demonstrate how lessons from narrative writing and literary analysis come together to help students address audience and form a claim. • Teacher will continue to model and expect students to choose valid sources, and expect students to assess sources for credible information. • Teacher will put students against others with opposite viewpoints on a topic, and demonstrate how writers need to understand all sides of an argument in order to support their claim. • Teacher will model how to organize argument writing to create the most effective structure to highlight claims, evidence, counterclaims, and conclusion. • Teacher will expect students to cite sources throughout their writing. • Teacher will demonstrate how writers alter claims or understanding through the research process. • Teacher will emphasize persuasive word choice and sentence structure to reach the intended audience. • Teacher will model online tools to help students publish their writing. • Teacher will expect students to present their writing through written and oral means. Teacher will model how to adapt written word for spoken purposes. Teacher will show the best ways to include visuals and graphics into an oral presentation. 	
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<p>providing basic bibliographic information for sources.</p> <p>NJSLS.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLS.W.6.9.B 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> <p>NJSLS.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.</p> <p>NJSLS.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.</p> <p>NJSLS.SL.6.1.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.</p> <p>NJSLS.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>NJSLS.SL.6.1.C Pose and respond to specific</p>		
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questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

NJSLS.SL.6.1.D
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

NJSLS.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.

NJSLS.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.

NJSLS.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).

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

NJSLS.SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

NJSLS.L.6.1
Demonstrate command of the conventions of standard English

<p>grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.L.6.5.A Interpret figures of speech (e.g.,</p>		
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<p>personification) in context.</p> <p>NJSLS.L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>NJSLS.L.6.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p>NJSLS.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.</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal</p>		
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style/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

NJSLS.W.7.4. 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.)

NJSLS.W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

NJSLS.W.7.10. 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.

NJSLS.SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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

<p>discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>NJSLS.SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>		
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Writer's Workshop Unit 7
Fantasy Writing
May-June 5 weeks

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers notice that a lot of fantasy follows a pattern. Writers notice that fantasy stories have heroes who are flawed, villains that have motivations, and characters tend to go on quests that end happily. They check to make sure their descriptions and scenes with these characters contain this information for the reader. Writers will use plot mountains to create challenges and obstacles for their characters with solutions for characters to overcome. Writer's will introduce fantastical elements into 	<p>Bend 1: Gathering Ideas, Developing Characters, Creating Setting</p> <ul style="list-style-type: none"> Elements of a story review Teachers use mentor texts to demonstrate fantasy worlds. Understanding elements of fantasy writing. Setting and characters Fantastical elements <p>Bend 2: Developing Plot</p> <ul style="list-style-type: none"> Plot Mountains- developing motivations, obstacles, and solutions Advanced techniques- flashback and foreshadowing Inner dialogue and thinking Crafting resolutions Revising work <p>Bend 3: Revision/Mentor Texts</p>	<p>Mentor Texts (Instructional Read Aloud):</p> <p><u>Twelve Impossible Things Before Breakfast</u> by Jane Yolen</p> <p><u>The Cherry Tree Buck and Other Stories</u> by Robin Moore</p> <p><u>Uncle Septimus' Beard</u> by Herbert Shippey</p> <p><u>The Paperbag Princess</u>, by Robert Munsch</p> <p><u>Cloudy with a Chance of Meatballs</u>, Judi Barrett</p> <p><u>Where the Wild Things Are</u>, Maurice Sendak</p> <p><u>Merlin and Dragons</u>, Jane Yolen</p> <p><u>The Thief of Always</u>, Clive Barker</p> <p><u>The Lightning Thief</u>, Rick Riordan</p> <p><u>Family Monster</u>, by Pamela F. Service in <u>But That's Another Story</u>, by Sandy</p>

<p>their stories.</p> <p>Goals: NJSL.S.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>NJSL.S.W.6.3.A 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>NJSL.S.W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>NJSL.S.W.6.3.C 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>NJSL.S.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>NJSL.S.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSL.S.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</p>	<ul style="list-style-type: none"> • Look back at mentor texts. Use techniques for how authors create world. • Strengthen plot, characters, language • Publish <p>Additional Honors Teaching Points:</p> <ul style="list-style-type: none"> • Fantasy writing unfolds so that events in the story help to build upon the theme of the writing. • Use word choice and figurative language to fully develop fantasy worlds and engage the reader in the world of the story. • Apply narrative skills taught in narrative, realistic fiction, and poetry to beautifully craft a fantastical story displaying a hero's journey. Revise sentence structure and story structure to craft a tale that engages the audience and conveys a message. • Go through the writing process that was learned over the course of the year in order to make the best choices for the audience. • Teacher will encourage students to vary sentence structure and pay attention to word choice through individual and group conferences. • Show different ways that fantasy writers can publish stories and help students to publish their final piece in a way that best displays their story and theme. • Use a plot mountain to organize and structure a fantasy story and emphasize the hero's journey. Teacher will model several examples that show the hero's journey will carry from story to story. • Character archetypes are developed in stories and the impact these characters play on the theme of the story. Teacher 	<p>Asher <u><i>The Wizard of Oz</i></u></p> <p>Teacher Resources: Teacher's College If...Then Curriculum</p>
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<p>standards 1–3 above.)</p> <p>NJSLS.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p> <p>NJSLS.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>NJSLS.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.</p> <p>NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>NJSLS.L.6.1.B Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>NJSLS.L.6.1.C Recognize and correct inappropriate shifts in pronoun</p>	<p>will conference in small groups and individually to ensure students are meeting all the elements of fantasy writing.</p> <ul style="list-style-type: none"> • Teacher will expect and encourage students to maintain grammatical expectations set throughout the year. • Teacher will check in with students as they self monitor their grammar and sentence structure. • Teacher will encourage students to monitor figurative language and sensory details used throughout their story. 	
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<p>number and person.*</p> <p>NJSLS.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>NJSLS.L.6.1.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.*</p> <p>NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>NJSLS.L.6.2.B Spell correctly.</p> <p>NJSLS.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>NJSLS.L.6.3.A Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</p> <p>NJSLS.L.6.3.B Maintain consistency in style and tone.*</p> <p>Additional Honors Goals:</p> <p>NJSLS.W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>		
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<p>descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. 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>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.7.5. 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, focusing on how well purpose and audience have been addressed.</p> <p>NJSLS.W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and</p>		
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<p>collaborate with others, including linking to and citing sources.</p> <p>NJSLS.W.7.10. 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.</p>		
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Writer's Workshop Unit 8
Reflection on our Writing
June (1 week)

Understandings	Teaching Points (Possible Mini-Lessons)	Mentor Texts/Resources
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Students will review and reflect on writing throughout the year. <p>Goals: NJSLS.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.</p> <p>Honors Goals: NJSLS.W.7.10. 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.</p>	<p>Setting writing goals.</p>	<p>Resources: Portfolios of student work</p>

Bibliography

*Quotations and citations were not specifically referenced in the curriculum document, but much credit should be

given to The Reading and Writing Project and Lucy Calkins, as well as her colleagues. Our curriculum document would not be possible without the thinking and research of this organization.

Units of Study in Argument, Information, and Narrative Writing Written by Lucy Calkins with Colleagues from The Reading and Writing Project

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