READINGTON PUBLIC SCHOOL DISTRICT
Sixth Grade English Language Arts Curriculum

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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 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:

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

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

Grade 6 Literacy Curriculum | 2018
### Grade 6 Literacy Curriculum 2018

#### Unit 3
**Nov.-Dec. 6 Weeks**
- Developing Analytical Literacies: Reading for Perspective and Interpretation Across Genre

#### Unit 4
**Jan.-Feb. 6 Weeks**
- Reading to Learn: Synthesizing Nonfiction

#### Unit 5
**Feb.-Mar. 6 Weeks**
- Deepening Thinking About Social Issues Through Historical Fiction

#### Unit 6
**Apr. 4 Weeks**
- Nonfiction Reading Across Text Sets

#### Unit 7
**May-June 6 Weeks**
- Fantasy Book Clubs

#### Unit 8
**June 1 Week**
- Launching a Summer of Reading

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## 6th Grade Reading

**Reader’s Workshop: Unit 1**

**Turning Every Kid Into a Reader—Really! (Fiction Reading)**

**September-October 6 weeks**

### Understandings

- 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

- 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 student’s 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/Resources

**Bully** by Patricia Palacio
**Each Kindness** by Jacqueline Woodson
**The Paper Bag Princess** by Robert Munsch
**Mama Gone** by Jane Yolen
**Thank You Ma’am** by Langston Hughes
**Under the Rug** by Jon Scieszka
**Just Desert** by M.T. Anderson
**The Chronicles of Harris Burdick** by Chris Van Allsburg
**The Raft** by Jim LaMarche
**Come on Rain** by Karen Hesse
**Each Kindness** by Jacqueline Woodson
**Thank You Mr. Falker** by Patricia Polacco
**Feathers and Fools** by Mem Fox
through particular details; provide a summary of the text distinct from personal opinions or judgments.

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.

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.

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.

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

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.

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.

NJSLS.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

make improvements in “daily reading” to improve understanding and stamina.
- 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

Bend 2: Teaching Readers to Read Between the lines
- 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.

Bend 3: Talking About Books: The Art of Literacy Conservation
- 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”

Two Thanksgiving Day Gentlemen by O’Henry
The Gift of the Magi by O’Henry
Every Living Thing by Cynthia Rylant
The Cherry Tree Buck and Other Stories by Robin Moore
The Raven by Edgar Allen Poe
Out of My Mind by Sharon M. Draper
Fish in a Tree by Lynda Mullaly Hunt
Twelve Impossible Things Before Breakfast by Jane Yolen
13 by James Howe

Unit Texts (Texts for students to read in book clubs):
City of Ember by Jeanne DePrau (Level W)
The People of Sparks: The Second Book of Ember by Jeanne DuPrau (Level U)
Fire Girl by Tony Abbot (Level V)
Hatchet by Gary Paulsen (Level R)
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Wringer by Jerry Spinelli
Julie of the Wolves by Jean Craighead George (Level U)
Crash by Jerry Spinelli
Holes by Louis Sachar (Level V)
My Life in Dog Years by Gary Paulsen (Level S)
Peak by Roland Smith (Level Y)
I Can’t Believe I Have to Do This by Jan Alford

Honors Texts:
City of Ember by Jeanne DePrau (Level W)
The People of Sparks: The Second Book of Ember by Jeanne DuPrau (Level U)
Stargirl by Jerry Spinelli
Love Stargirl by Jerry Spinelli
Trash by Andy Mulligan
A Mango-Shaped Space by Wendy Mass
Peak by Roland Smith (Level Y)
will model how readers can read between the lines to determine the deeper meaning of text.
- 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/partner discussions.

**Additional Honors Teaching Points:**
- 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.

**Teacher Resources:**
- *Walk Two Moons*, Sharon Creech
- *The Wanderer*, Sharon Creech
- *When Kids Can’t Read What Teachers Can Do* by Kylene Beers
- *What Really Matters For Struggling Readers* by Richard Allington

**Assessment:**
- Fountas and Pinnell Running Record
- Reading Rate (195-220 wpm is benchmark for 6th grade)
  - Comprehension
  - Fluency
- Reading Benchmark: Level V/W
- Level U : Approaching expectations
- Level T or below: Does not meet expectations

Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Student presentations
- Student self-reflection
- Learning Progressions
- Rubrics
- Reader’s notebooks
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 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
discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Reader's Workshop Unit 2
#### Studying Characters Through Key Details (Fiction)
##### October - November 6 weeks

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
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<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Bend 1: Getting to Know Characters. Explore how theme and craft are related in text.</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
<tr>
<td>- Readers study the author's craft by reading books in a series, or books by the same author.</td>
<td>- Teachers will model learning new ideas from characters in literature. They will also model connecting those ideas to real life.</td>
<td><strong>Bully</strong> by Patricia Palacio</td>
</tr>
<tr>
<td>- Texts include internal and external character traits.</td>
<td>- Teachers will model and encourage creating theories about characters to use in written responses with text evidence.</td>
<td><strong>Each Kindness</strong> by Jacqueline Woodson</td>
</tr>
<tr>
<td>- Readers expand their understanding of a text by participating in book clubs.</td>
<td>- Teachers will demonstrate tracking characters' motivations and expect students to continue this work in their own notebooks.</td>
<td><strong>The Paper Bag Princess</strong> by Robert Munsch</td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td>- Teachers will further the study of conflict by showing that conflict is created by characters.</td>
<td><strong>Mama Gone</strong> by Jane Yolen</td>
</tr>
<tr>
<td>NJSLS.RL.6.1</td>
<td>- There are complications/flaws within characters.</td>
<td><strong>Thank You Ma'am</strong> by Langston Hughes</td>
</tr>
<tr>
<td>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>- Teachers will model what objects can reveal about characters. This will serve as an introduction to symbolism.</td>
<td><strong>Under the Rug</strong> by Jon Scieszka</td>
</tr>
<tr>
<td>NJSLS.RL.6.2</td>
<td>- Teachers will model seeing characters through the eyes of other characters</td>
<td><strong>Just Desert</strong> by M.T. Anderson</td>
</tr>
<tr>
<td>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.</td>
<td>- Teachers will demonstrate tracing ideas and theories through texts.</td>
<td><strong>The Chronicles of Harris Burdick</strong> by Chris Van Allsburg</td>
</tr>
<tr>
<td>NJSLS.RL.6.3</td>
<td>- Vocabulary strategies to assist in comprehension of the text.</td>
<td><strong>Feathers and Fools</strong> by Mem Fox</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td><strong>The Raft</strong> by Jim LaMarche</td>
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<tr>
<td>NJSLS.RL.6.4</td>
<td></td>
<td><strong>Come on Rain</strong> by Karen Hesse</td>
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<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative and</td>
<td></td>
<td><strong>Each Kindness</strong> by Jacqueline Woodson</td>
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<td><strong>Thank You Mr. Falker</strong> by Patricia Polacco</td>
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<td><strong>Out of My Mind</strong> by Sharon Draper</td>
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connotative meanings; analyze the impact of a specific word choice on meaning and tone

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.

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

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.

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.

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.

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.

NJSLS.SL.6.1.B
Teachers will stress the importance of reflection on self as a reader. Teachers will meet with students to set, review, and modify goals.

Bend 2: Thinking Deeper About Characters Across a Text or Series. Analyze textual evidence and elaborate upon thinking about complex texts.

- 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.

Bend 3: Reading with Increased Expertise and Power

- Teachers will explain that readers can start books in a *Fish in a Tree* by Lynda Mullaly Hunt
  
  *Twelve Impossible Things Before Breakfast* by Jane Yolen
  
  *13* by James Howe

Unit Texts (Texts for students to read in book clubs):

- *Pictures of Hollis Woods* by Patricia Reilly Giff (V)
- *City of Ember* by Jeanne DePrau (W)
- *The People of Sparks: The Second Book of Ember* by Jeanne DuPrau (U)
- *Kira Kira* by Cynthia Kadohata (T)
- *Ida B* by Katherine Hannigan (T)
- *Al Capone Shines My Shoes* by Gennifer Choldenko (X)
- *Al Capone Does My Shirts* by Gennifer Choldenko (X)
- *George* by Alex Gino
- *Among the Hidden* by Margaret Peterson Haddix
- *Among the Imposters* by Margaret Peterson Haddix
- *Among the Betrayed* by Margaret Peterson Haddix
- *City of Ember* by Jeanne DePrau (Level W)
- *Fire Girl* by Tony Abbot (Level V)
- *Hatchet* by Gary Paulsen (Level R)
- *Stargirl* by Jerry Spinelli
- *Love Stargirl* by Jerry Spinelli
- *Wringer* by Jerry Spinelli
- *Julie of the Wolves* by Jean Craighead George (Level U)
- *Flipped* by Wendelin Van Draanen
- *Crash* by Jerry Spinelli
- *I Can’t Believe I Have to Do This* by Jan Alford
- *Holes* by Louis Sachar (Level V)
- *My Life in Dog Years* by Gary Paulsen (Level S)
- *Peak* by Roland Smith (Level T)
- *Freak the Mighty* by Rodman Philbrick
- *Max the Mighty* by Rodman Philbrick
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**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.

**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.6.5.C** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, 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 important to comprehension or expression.

### Additional Honors Goals:

**NJSLS.RL.7.2.** Determine a theme or series with knowledge and experience they have gained from other books in the series.

- 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.

### Additional Honors Teaching Points:

- 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.

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**Honors Texts:**

- *Age of Miracles* by Karen Thompson
- *Trash* by Andy Mulligan

**Philbrick**

- *Al Capone Shines My Shoes* by Gennifer Choldenko (X)
- *Al Capone Does My Shirts* by Gennifer Choldenko (X)
- *City of Ember* by Jeanne DePrau (Level W)
- *The People of Sparks: The Second Book of Ember* by Jeanne DuPrau (Level U)
- *Stargirl* by Jerry Spinelli
- *Love Stargirl* by Jerry Spinelli
- *Trash* by Andy Mulligan
- *A Mango-Shaped Space* by Wendy Mass
- *Peak* by Roland Smith (Level Y)
- *Walk Two Moons*, Sharon Creech
- *The Wanderer*, Sharon Creech
- *George* by Alex Gino
- *Among the Hidden* by Margaret Peterson Haddix
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- *Freak the Mighty* by Rodman Philbrick
- *Max the Mighty* by Rodman Philbrick
- *Age of Miracles* by Karen Thompson
- *Walker*

**Teacher Resources:**

- http://readingandwritingproject.com
- *When Kids Can’t Read What Teachers Can Do* by Kylene Beers
- *What Really Matters For Struggling Readers* by Richard Allington

A Curricular Plan for the Readers Workshop, Teachers College
central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

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.

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.

### Reader’s Workshop Unit 3
**Developing Analytical Literacies: Reading for Perspective and Interpretation Power Across Genres**
**November-December 6 weeks**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Bend 1:</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
</tbody>
</table>
| ● Readers find patterns across texts. | ● 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. | *Bully* by Patricia Palacio  
*Each Kindness* by Jacqueline Woodson  
*The Paper Bag Princess* by Robert Munsch  
*Mama Gone* by Jane Yolen  
*Thank You Ma’am* by Langston Hughes  
*Under the Rug* by Jon Scieszka  
*Just Desert* by M.T. Anderson  
*The Chronicles of Harris Burdick* by Chris Van Allsburg  
*Feathers and Fools* by Mem Fox  
*The Raft* by Jim LaMarche  
*Come on Rain* by Karen Hesse |
<p>| ● Literary elements have commonalities and differences when they are compared across a variety of texts. | ● Teachers will demonstrate noticing pivotal moments in stories (Ah Ha Moments). |  |
| ● Theme, and how authors develop theme, must be analyzed for a full understanding of a text. | ● Teachers will explain that stories are about more than one idea and ideas may appear in more than one story. |  |
| ● Ideas must be supported with finely grained evidence, from both text and read world experiences. | ● Teachers will continue the modeling of finding universal themes. |  |
| <strong>Goals:</strong> | ● Teachers will model using a reading lens to focus in on close reading. Students will use |  |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.RL.6.1</td>
<td>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>NJSLS.RL.6.2</td>
<td>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.</td>
</tr>
<tr>
<td>NJSLS.RL.6.3</td>
<td>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.</td>
</tr>
<tr>
<td>NJSLS.RL.6.4</td>
<td>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.</td>
</tr>
<tr>
<td>NJSLS.RL.6.5</td>
<td>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.</td>
</tr>
<tr>
<td>NJSLS.RL.6.10</td>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Bend 2:</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes</strong></td>
</tr>
<tr>
<td>- Teachers will model comparing texts that are united thematically to investigate how respective authors have developed theme.</td>
</tr>
<tr>
<td>- Teachers will model comparing texts that have similar character development to investigate how respective authors have developed characters.</td>
</tr>
<tr>
<td>- Teachers will model how analyzing characters, conflict, etc... can lead to a deeper understanding of theme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bend 3:</th>
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</thead>
<tbody>
<tr>
<td><strong>Symbolism and Metaphors</strong></td>
</tr>
<tr>
<td>- Teachers will explain how symbolism and metaphors can help a reader interpret theme.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Honors Teaching Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers will model how different literary elements interact in a story and introduce higher level literary devices such as allusion, foil, etc.</td>
</tr>
<tr>
<td>- Students will come prepared to book club discussions with specific passages and questions.</td>
</tr>
<tr>
<td>- Students will track and analyze lenses of different elements learned in Units 1 and 2. ex: theme, character development, conflict, etc...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Texts (Texts for students to read in book clubs):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures of Hollis Woods by Patricia Reilly Giff (V)</td>
</tr>
<tr>
<td>Kira Kira by Cynthia Kadohata (T)</td>
</tr>
<tr>
<td>Ida B by Katherine Hannigan (T)</td>
</tr>
<tr>
<td>George by Alex Gino</td>
</tr>
<tr>
<td>City of Ember by Jeanne DePrau (Level W)</td>
</tr>
<tr>
<td>Fire Girl by Tony Abbot (Level V)</td>
</tr>
<tr>
<td>Hatchet by Gary Paulsen (Level R)</td>
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<tr>
<td>Wringer by Jerry Spinelli</td>
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<tr>
<td>Julie of the Wolves by Jean Craighead George (Level U)</td>
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<tr>
<td>Flipped by Wendelin Van Draanen</td>
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<tr>
<td>I Can’t Believe I Have to Do This by Jan Alford</td>
</tr>
<tr>
<td>Crash by Jerry Spinelli</td>
</tr>
<tr>
<td>Holes by Louis Sachar (Level V)</td>
</tr>
<tr>
<td>My Life in Dog Years by Gary Paulsen (Level S)</td>
</tr>
<tr>
<td>Peak by Roland Smith (Level T)</td>
</tr>
<tr>
<td>Freak the Mighty by Rodman Philbrick</td>
</tr>
<tr>
<td>Max the Mighty by Rodman Philbrick</td>
</tr>
<tr>
<td>Age of Miracles by Karen Thompson Walker</td>
</tr>
<tr>
<td>Trash by Andy Mulligan</td>
</tr>
</tbody>
</table>

Each Kindness by Jacqueline Woodson |
Thank You Mr. Falker by Patricia Polacco |
Two Thanksgiving Day Gentlemen by O’Henry |
The Gift of the Magi by O’Henry |
Every Living Thing by Cynthia Rylant |
The Cherry Tree Buck and Other Stories by Robin Moore |
The Raven by Edgar Allen Poe |
Out of My Mind by Sharon Draper |
Fish in a Tree by Lynda Mullalay Hunt |
Twelve Impossible Things Before Breakfast by Jane Yolen |
13 by James Howe
| 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. | the development of the theme over the course of a text and how various literary elements contribute to the development of the theme. |
| NJSLS.SL.6.1.B | Honors Texts: |
| Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | *Al Capone Shines My Shoes* by Gennifer Choldenko (X) |
| NJSLS.SL.6.1.C | *Al Capone Does My Shirts* by Gennifer Choldenko (X) |
| Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | *City of Ember* by Jeanne DePrau (Level W) |
| NJSLS.L.6.4 | *The People of Spars: The Second Book of Ember* by Jeanne DuPrau (Level U) |
| 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. | *Stargirl* by Jerry Spinelli |
| NJSLS.L.6.4.A | *Love Stargirl* by Jerry Spinelli |
| 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. | *Trash* by Andy Mulligan |
| NJSLS.L.6.4.B | *A Mango-Shaped Space* by Wendy Mass |
| Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word or phrase. | *Peak* by Roland Smith (Level Y) |
| NJSLS.L.6.5.C | *Walk Two Moons*, Sharon Creech |
| Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | *The Wanderer*, Sharon Creech |
| NJSLS.L.6.6 | *George* by Alex Gino |
| Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather the development of the theme over the course of a text and how various literary elements contribute to the development of the theme. | *Among the Hidden* by Margaret Peterson Haddix |
| Teacher Resources: | *Among the Imposters* by Margaret Peterson Haddix |
| *When Kids Can’t Read What Teachers Can Do* by Kylene Beers | *Among the Betrayed* by Margaret Peterson Haddix |
| *What Really Matters For Struggling Readers* by Richard Allington | *Freak the Mighty* by Rodman Philbrick |
| 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) | *Max the Mighty* by Rodman Philbrick |
| Assessment: | *Age of Miracles* by Karen Thompson Walker |
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Additional Honors Goals:**

**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.

**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.

**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.

**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.

**NJSLS.SL.7.1.B.** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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**Fountas and Pinnell Running Record**

- **Reading Rate** (195-220 wpm is benchmark for 6th grade)
- **Comprehension**
- **Fluency**

**Reading Benchmark:**
- **Level W:** Approaching expectations
- **Level V or below:** Does not meet expectations

- 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
## Reader’s Workshop Unit 4
### Reading to Learn: Synthesizing Nonfiction
(6 weeks January-February)

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Bend 1: Expository Nonfiction</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
<tr>
<td>● Text features can be used to enhance comprehension of nonfiction.</td>
<td>● Teachers will model how to read nonfiction, providing information on how to ready the mind for understanding an assortment of texts.</td>
<td><em>The Impossible Rescue: The Story of an Amazing Arctic Adventure</em> by Martin W. Sandler (Z)</td>
</tr>
<tr>
<td>● Good readers will ask questions and seek answers through nonfiction reading.</td>
<td>● Teachers will emphasize how to read the structure within Nonfiction (text features)</td>
<td><em>Monsters</em> by Judith Herbst</td>
</tr>
<tr>
<td></td>
<td>● Teachers will continue helping and encouraging students to take ownership over what they read by choosing just right texts.</td>
<td><em>Boy</em> by Roald Dahl</td>
</tr>
<tr>
<td></td>
<td>● Teachers will demonstrate how nonfiction texts help a reader to teach others through the oral presentations created by students.</td>
<td><em>Harvesting Hope (The Story of Cesar Chavez)</em> by Kathleen Krul</td>
</tr>
<tr>
<td></td>
<td>● Teachers will demonstrate how to pick out main ideas in expository nonfiction and support them with text evidence.</td>
<td><em>Surprising Sharks</em> by Nicola Davies</td>
</tr>
<tr>
<td></td>
<td>● Teachers will help to create nonfiction book clubs to allow students to continue talking about reading.</td>
<td><em>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf</em> by Stephen R. Swinburne</td>
</tr>
<tr>
<td></td>
<td>● Teachers will demonstrate how reading and rereading nonfiction can help change ideas of a discussion.</td>
<td><em>The Giant and How He Humbugged America</em> by Jim Murphy</td>
</tr>
<tr>
<td></td>
<td>● Teachers will model how to ask questions while reading nonfiction, and where to find your answers if they are not in the text.</td>
<td><em>Pyramid</em> by David Macaulay</td>
</tr>
<tr>
<td></td>
<td>● Teachers will model how to summarize expository nonfiction for important facts.</td>
<td><em>Jungle</em> by Theresa Greenway</td>
</tr>
<tr>
<td></td>
<td>● Vocabulary strategies to assist in comprehension of the text.</td>
<td><em>The Bat Scientists</em> by Mary Kay Carson</td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td>Bend 2: Narrative Nonfiction</td>
<td></td>
</tr>
<tr>
<td>NJSLS.RI.6.1</td>
<td>NJSLS.RI.6.2</td>
<td></td>
</tr>
<tr>
<td>Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>NJSLS.RI.6.3</td>
<td>NJSLS.RI.6.10</td>
<td></td>
</tr>
<tr>
<td>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</td>
<td>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
<td></td>
</tr>
<tr>
<td>NJSLS.SL.6.1</td>
<td>NJSLS.SL.6.1.A</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Come to discussions prepared,</td>
<td></td>
</tr>
</tbody>
</table>

### Unit Texts (Texts for students to read in book clubs):
- *Fire in their Eyes: Wildfires and the People Who Fight Them* by Karen Magnuson (Unleveled Lexile: 1010)
- *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of*
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.

NJSLS.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.

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.6.4
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 nonfiction differs from expository nonfiction.

- 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.

### Additional Honors Teaching Points:

- 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.

### Honors Texts:
- *New Guinea* by Sy Montgomery (U)
- *The Tarantula Scientist* by Sy Montgomery (U)
- *Harry Houdini: A Photographic Story of a Life* by Vicki Cobb (X)
- *Abraham Lincoln: A Photographic Story of a Life* by Tanya Lee Stone (V)

### Teacher Resources:
- *When Kids Can’t Read What Teachers Can Do* by Kylene Beers
- *What Really Matters For Struggling Readers* by Richard Allington

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)

### Assessment:
- Reader’s Response Notebook entries
- Individual Conferring
- Small group book club conversations
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*, *scrimping*, *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
important to comprehension or expression.

**Additional Honors Goals:**

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.

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).

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.

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).

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.

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**Readers Workshop Unit 5**  
**Deepening Thinking About Social Issues Through Historical Fiction**  
*(6 weeks February/March)*

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Bend 1: Tools for Reading and Interpreting Historical Fiction</td>
<td>Mentor Texts (Instructional Read Aloud):</td>
</tr>
<tr>
<td>• Good readers apply techniques for reading, analyzing, and interpreting historical fiction.</td>
<td>• Teachers will explain and model the importance of understanding background knowledge of a</td>
<td><em>Out of the Dust</em> by Karen Hesse</td>
</tr>
<tr>
<td>• The themes of historical</td>
<td></td>
<td><em>Henry’s Freedom Box</em> by Ellen Leving</td>
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<td></td>
<td><em>The Sneetches</em> by Dr. Seuss</td>
</tr>
</tbody>
</table>
fiction fit into a reader's understanding of the world in which they live.
- Social issues affect characters and conflict within a historical fiction text.
- Historical social issues have helped to shape our society.

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.

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.

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.

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.

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.

Bend 2: Thinking Deeply about History and Social Issues through Historical Fiction
- 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

| A Sweet Smell of Roses                     Rose Blanche by Roberto Innocenti |
| Jimi Sounds Like a Rainbow: A Story of the Young Jimi Hendrix | by Gary Golio |
| The Butterfly by Patricia Palicio          |
| The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy |
| The Butter Battle Book by Dr. Seuss         |
| Hooray for Diffendoofer Day by Dr. Seuss    |
| The Sweet Smell of Roses by Angela Johnson |
| Show Way by Jacqueline Woodson              |
| Sister Anne’s Hands by Marybeth Lorbiecki   |
| Aunt Flossie’s Hats (and Crab Cakes Later) by Elizabeth Fitzgerald Howard |
| Harvesting Hope (The Story of Cesar Chavez) by Kathleen Krull |

Unit Texts (Texts for students to read in book clubs):
- Devil’s Arithmetic by Jane Yolen
- Bud Not Buddy by Christopher Paul Curtis
- Woods Runner by Gary Paulson
- Out of the Dust by Karen Hesse
- Wednesday Wars by Gary D. Schmidt
- Number the Stars by Lois Lowry
- War Horse by Michael Morpurgo
- Cracker by Cynthia Kadohata
- Esperanza Rising by Pam Munoz Ryan
- The Cay by Theodore Taylor
- Al Capone Does My Shirts by Gennifer Choldenko
- Al Capone Shines My Shoes by Gennifer Choldenko
- Hiroshima by Laurence Yip
- Kira Kira by Cynthia Kadohata
- Wringer by Jerry Spinelli
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

**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.

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

**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 how social issues are similar and different to real life.
- 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.

**Additional Honors Teaching Points:**
- 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.

**Honors Texts:**
- *Devil's Arithmetic* by Jane Yolen
- *Woods Runner* by Gary Paulson
- *Out of the Dust* by Karen Hesse
- *The Cay* by Theodore Taylor
- *War Horse* by Michael Morpurgo
- *Wednesday Wars* by Gary D. Schmidt

**Teacher Resources:**
- *When Kids Can’t Read What Teachers Can Do* by Kylene Beers
- *What Really Matters For Struggling Readers* by Richard Allington

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)

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

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

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.

NJSLS.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, 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 important to comprehension or expression.

**Additional Honors Goals:**

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.

NJSLS.RL.7.10. By the end of the year read and comprehend
<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong>&lt;br&gt;● Information in texts sets should be compared, contrasted, and discussed before forming an opinion or crafting an argument.&lt;br&gt;● Text evidence must be used to support thinking.</td>
<td><strong>Bend I: Reading Across Texts to Develop and Compare Ideas and Information</strong>&lt;br&gt;● Teachers will introduce text sets by getting students to read various articles/perspectives of a topic and compare the formats of each.&lt;br&gt;● Students will use text evidence from multiple text sets to create a claim and form an argument about a specific topic.&lt;br&gt;● Students work in small groups to further develop their argument.&lt;br&gt;● Organizing thinking from text sets.</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong>&lt;br&gt;Dogs in School Text Set (articles/video)&lt;br&gt;“Listening to Wisdom From a 10-Year-Old Son About His Head Injury” (2009) from New York Times&lt;br&gt;“Unique study explores cumulative effect of hits in high school football” (2011) from Sports Illustrated&lt;br&gt;“Section V: Increasing Physical Activity” (2010) from White House Task Force on Childhood Obesity Report to the President</td>
</tr>
<tr>
<td><strong>Goals:</strong>&lt;br&gt;NJSL.S.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.</td>
<td><strong>Bend II: Becoming Argument-Debaters: Researchers Investigate Issues, Recognize Sides</strong>&lt;br&gt;● Investigating multiple sides of a topic.&lt;br&gt;● Determining point of view and bias.&lt;br&gt;● Debate protocol.</td>
<td><strong>Unit Texts (Texts for students to read in book clubs):</strong>&lt;br&gt;Dogs in School&lt;br&gt;Eating Bugs</td>
</tr>
<tr>
<td>NJSL.S.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.</td>
<td><strong>Bend III: Employing close, critical, interpretive reading to notice how authors craft their arguments</strong>&lt;br&gt;● Angeling your argument.&lt;br&gt;● Presenting to your audience.&lt;br&gt;● Using anecdotes to stir up emotions.</td>
<td><strong>Honors Texts:</strong>&lt;br&gt;Teacher-selected texts</td>
</tr>
</tbody>
</table>
| NJSL.S.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. | **Additional Honors Teaching Points:**<br>● Identify two or more central ideas in a text and trace their development over the course of the text. | **Teacher Resources:**<br>http://readingandwritingproject.com/public/themes/rwproject/resources/workshop_materials/12-11-2013/Institute%20on%20Argumentation%202013/Seventh%20Grade%20Un
it%2003%20-%20Nonfiction%20Research%20Across%20Text%20Sets%20(1).pdf |
visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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.

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.

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.

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.

NJSLS.SL.6.1.B
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.

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

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.

Assessment:
Fountas and Pinnell Running Record
- Reading Rate (195-220 wpm is benchmark for 6th grade)
- Comprehension
- Fluency
Reading Benchmark: Level X
Level W: Approaching expectations
Level V or below: Does not meet expectations

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
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.)

Additional Honors Goals:

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.

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.

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.

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 text, (e.g., how the delivery of a speech affects the impact of the words).

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.

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.

<table>
<thead>
<tr>
<th>Readers Workshop Unit 7</th>
<th>Fantasy Book Clubs</th>
<th>(5-6 weeks May/June)</th>
</tr>
</thead>
</table>

**Enduring Understandings:**
- 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.

**Teaching Points (Possible Mini-Lessons):**
- Bend 1: Thinking analytically at the start of a book - learning to build the world of the story when it's in another world.
  - Reading analytically at the start of a story.
  - Analysing the setting as a psychological site.
  - Investigating power early in

**Mentor Texts/Resources:**
- Mentor Texts (Instructional Read Aloud):
  - *Twelve Impossible Things Before Breakfast* by Jane Yolen
  - *The Cherry Tree Buck and Other Stories* by Robin Moore
  - *Uncle Septimus’ Beard* by Herbert Shippey
- Readers think about fantasies metaphorically.
- Archetypal characters, author's craft, and elements of illusion must be considered when determining theme.

**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.

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.

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.

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.

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

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.

NJSLS.SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

<table>
<thead>
<tr>
<th>Bend 2: Developing thematic understanding- it's about more than dwarfs and elves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing thematic understanding.</td>
</tr>
<tr>
<td>• Analyzing how authors develop themes.</td>
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<tr>
<td>• Investigating dominant themes.</td>
</tr>
<tr>
<td>• Analyzing inner, as well as outer strengths.</td>
</tr>
<tr>
<td>• Analyzing point of view.</td>
</tr>
<tr>
<td>• Dealing with multiple plotlines.</td>
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</table>

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<thead>
<tr>
<th>Bend 3: Literary traditions, including archetypes, quest structures, and thematic patterns.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyzing archetypes.</td>
</tr>
<tr>
<td>• Analyzing quest structures - internal and external quests.</td>
</tr>
<tr>
<td>• Considering how authors play with archetypes.</td>
</tr>
<tr>
<td>• Comparing themes across texts.</td>
</tr>
<tr>
<td>• Reading with critical lenses.</td>
</tr>
<tr>
<td>• Deepening reading of all genres.</td>
</tr>
</tbody>
</table>

**Additional Honors Teaching Points:**

- 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.

**Paperbag Princess**, by Robert Munsch

**Cloudy with a Chance of Meatballs**, Judi Barrett

**Where the Wild Things Are**, Maurice Sendak

**The Wizard of Oz**, Weslandia, Paul Fleischman

**The Cherry Tree Buck**, Robin Moore

**The Chronicles of Harris Burdick**, Chris van Allsburg

**Tuesday**, David Wiesner

**The Stinky Cheese Man**, Jon Scieszka

**Squids Will Be Squids**, Jon Scieszka

**Harry Potter and the Sorcerer's Stone**, JK Rowling

**Rules of Summer**, Shaun Tan

**The Wizard of Oz (1939 film)**

**Unit Texts (Texts for students to read in book clubs):**

- **Guardians of Ga’hoole Book 1** by Katherine Lasky (V)
- **The Fire Chronicles** by John Stephens (U)
- **The Black Reckoning** by John Stephens
- **Gregor the Overlander** by Suzanne Collins
- **Gregor and the Prophecy of Bane** by Suzanne Collins

**Honors Texts:**

- **Eragon** by Christopher Paolini (Y)
- **Eldest** by Christopher Paolini (Y)
- **Brisinger** by Christopher Paolini (Y)

**Teacher Resources:**

- A Quick Guide to Teaching Reading Through Fantasy Novels, 5-8
  By Mary Ehrenworth

**Assessment:**

- Fountas and Pinnell Running
**Grade 6 Literacy Curriculum | 2018**

<table>
<thead>
<tr>
<th>Evidence to Support an Inference Found in the Text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characters and events are woven together to interact over the course of a fantasy story.</td>
</tr>
<tr>
<td>• The literary elements of the fantasy genre interact to establish the theme of a story.</td>
</tr>
<tr>
<td>• Students will trace theme in fantasy books.</td>
</tr>
<tr>
<td>• Students will follow the plot of a fantasy story, while discovering how setting, characters, and conflict play into the overall theme.</td>
</tr>
</tbody>
</table>

**Record**

- Reading Rate (195-220 wpm is benchmark for 6th grade)
- Comprehension
- Fluency

Level Y: On Benchmark
Level X: Approaching expectations
Level W or below: Does not meet expectations

- 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

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**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.

**NJSLS.SL.6.1.B**

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

**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.

**NJSLS.SL.6.1.D**

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

**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 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| NJSLS.L.6.5.A | Interpret figures of speech (e.g., personification) in context. |
| 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. |
| NJSLS.L.6.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, 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 important to comprehension or expression. |
## Additional Honors Goals:

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.

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

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.

### Readers Workshop Unit 8
**Launching a Summer of Reading**
*(1 week June)*

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Enduring Understandings:**  
  - 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.  
| Teachers will present summer reading requirements/choices, and assist students with goal setting. | 7th Grade Summer Reading Requirements posted on the school website.  
  7th Grade Honors Summer Reading Requirements posted on the school website. |
| **Goals:**  
  NJLS.RL.6.10  
  By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
**Enduring Understandings:**
- 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.

**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.)

NJSLS.W.6.6
Use technology, including the Internet, to produce and publish

<table>
<thead>
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<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Enduring Understandings:** | • 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.  
  • 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. | **Mentor Texts (Instructional Read Aloud):**  
  “The Gift of the Magi,” and “Two Thanksgiving Day Gentlemen” by O’Henry  
  *Every Living Thing* by Cynthia Rylant  
  *Thank You Ma’am* by Langston Hughes  
  *Fly Away Home* by Eve Bunting  
  “The Landlady” by Roald Dahl  
  *The Babysitter* by Jane Yolen  
  *Twelve Impossible Things Before Breakfast* by Jane Yolen  
  *Raymond’s Run* by Toni Cade Bambara  
  *The Chronicles of Harris Burdick*, by Chris van Allsburg |

**Additional Honors Teaching Points:**  
- 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.  
- Additional Honor’s Texts:  
  “The Landlady” by Roald Dahl  
  *The Babysitter* by Jane Yolen  
  *Twelve Impossible Things Before Breakfast* by Jane Yolen  
  *Raymond’s Run* by Toni Cade Bambara  
  *The Chronicles of Harris Burdick*, by Chris van Allsburg
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.
### D. Use precise language and domain-specific vocabulary to 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.

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.

## Writer's Workshop Unit 1B
**Personal Narrative Writing**
**October/November (4-5 weeks)**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td>Bend 1: Launching Independent Writing Lives and Generating Personal Narratives</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
<tr>
<td>● Students will pick out “small moments” to write about and will be encouraged to choose moments they have never before put into writing.</td>
<td>● Teachers will model how to set up your notebook for writing.</td>
<td>Knucklehead: Tall Tales and Mostly True Stories About Growing Up Scieszka by Jon Scieszka</td>
</tr>
<tr>
<td>● Students will show and not tell in their writing.</td>
<td>● Teachers will encourage the idea of writing “long and strong”.</td>
<td>Boy: Tales of Childhood by Roald Dahl</td>
</tr>
<tr>
<td>● 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.</td>
<td>● Teachers will demonstrate how to tell the story from the narrator's point of view.</td>
<td>Guys Write for Guys Read by Jon Scieszka</td>
</tr>
<tr>
<td>● Students will develop strategies to conference about their writing with both teachers and peers. Students</td>
<td>● 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.</td>
<td>Looking Back by Lois Lowry</td>
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<td></td>
<td>● Teachers will discuss how to reflect on writing and pause to set goals.</td>
<td>The Circuit by Francisco Jimenez</td>
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<td></td>
<td><strong>Teacher Resources:</strong></td>
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<td></td>
<td><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</td>
</tr>
</tbody>
</table>
will pick out specific discussion points they would like to focus on.

**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.

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.

NJSLS.W.6.3.B
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

NJSLS.W.6.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

NJSLS.W.6.3.E
Provide a conclusion that follows from the narrated experiences or events.

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.)

- 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.

**Bend 2: Moving through the Writing Process and toward Our Goals**

- 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.

**Bend 3: Final Product**

- Teachers will demonstrate how to end stories in meaningful ways and encourage students to develop a message/theme in their writing.

**Units of Study for Argument, Information, and Narrative Writing**

by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann

Schoolwide Personal Narrative Writing by Writing Fundamentals Grade 6 Published by Writing Fundamentals

Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.

**Assessment:**

- Reader’s Response Notebook entries
- Individual Conferring
- Small group conferencing
- Narrative Checklist
- Narrative Rubric
- District Narrative Benchmark
| NJSL.S.W.6.5 | • 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.  
**Additional Honors Teaching Points:**  
• 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. |
<p>| NJSL.S.W.6.6 | 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.) |
| NJSL.S.W.6.10 | 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. |
| NJSL.S.L.6.1 | 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. |
| NJSL.S.L.6.1.A | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| NJSL.S.L.6.1.B | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| NJSL.S.L.6.1.C | Use intensive pronouns (e.g., <em>myself, ourselves</em>). |
| NJSL.S.L.6.1.D | Recognize and correct inappropriate shifts in pronoun number and person.* |</p>
<table>
<thead>
<tr>
<th>Grade 6 Literacy Curriculum</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronouns (i.e., ones with unclear or ambiguous antecedents).*</td>
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</tbody>
</table>

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:**

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.

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.

NJSLA.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.

NJSL.S.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

NJSL.S.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

NJSL.S.L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

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**Writer's Workshop Unit 2**

Realistic Fiction

November/December 4 weeks

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Bend 1: Understanding how and why writers write realistic fiction</strong></td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
<tr>
<td>- Students will develop realistic fiction with rich characters, settings and plot.</td>
<td>- Even though this isn’t personal, writers still write about what they know. Teachers model the difference this makes in their writing.</td>
<td>- <em>Bully</em> by Patricia Palacio</td>
</tr>
<tr>
<td>- Students will go through the writing process from collection to publishing.</td>
<td>- Teachers will model developing characters, plots, issues, conflicts, and solution.</td>
<td>- <em>Thank You Ma’am</em> by Langston Hughes</td>
</tr>
<tr>
<td>- Students will understand the genre of realistic fiction, and understand the elements that go into it.</td>
<td>- Teachers will read various realistic fiction stories to prove that realistic fiction comes from real events.</td>
<td>- <em>The Raft</em> by Jim LaMarche</td>
</tr>
<tr>
<td>- Students will sample various leads, endings and ideas in realistic fiction and understand that writing is not a “one and done” process.</td>
<td>- Teachers will model how to develop purpose and themes</td>
<td>- <em>Come on Rain</em> by Karen Hesse</td>
</tr>
<tr>
<td></td>
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<td>- <em>Each Kindness</em> by Jacqueline Woodson</td>
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<td>- <em>Every Living Thing</em> by Cynthia Rylant</td>
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<td></td>
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<td>- <em>Out of My Mind</em> by Sharon Draper</td>
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<td></td>
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<td>- <em>Fish in a Tree</em> by Lynda Mullaly Hunt</td>
</tr>
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<td></td>
<td></td>
<td>- <em>13</em> by James Howe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <em>Raymond’s Run</em> by Toni Cade Bambara</td>
</tr>
</tbody>
</table>

**Teacher Resources:**
**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.

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.

NJSLS.W.6.3.B  
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

NJSLS.W.6.3.D  
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

NJSLS.W.6.3.E  
Provide a conclusion that follows from the narrated experiences or events.

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.)

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 within realistic fiction.

- Teachers will model addressing an audience.
- Teachers will encourage collecting notebook entries to weed out the story you want to write.

**Bend 2: Taking ideas and putting them on paper! Create a story!**

- 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.

**Additional Honors Teaching Points:**

- 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

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**Assessment:**

Reader’s Response Notebook entries  
Individual Conferring  
Small group book club conversations  
Narrative Checklist

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**http://readingandwritingproject.com/**  
A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)  
- **Units of Study for Argument, Information, and Narrative Writing** by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann  
- **Schoolwide Personal Narrative Writing** by Writing Fundamentals Grade 6 Published by Writing Fundamentals  
- **Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions** by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.
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.

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 grammar and fluency to develop written expression and meaning.

- 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.
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:**

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.

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.L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

NJSLS.L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
### Grade 6 Literacy Curriculum 2018

#### Writer’s Workshop Unit 3

**Literary Essay**

**December/January 4 Weeks**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Bend 1: Writing Strong Literary Essays</strong> (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.)</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
<tr>
<td>● 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.</td>
<td>● Teachers will read aloud different essays to demonstrate structure and elements of essays.</td>
<td>“The Gift of the Magi,” and “Two Thanksgiving Day Gentlemen” by O’Henry</td>
</tr>
<tr>
<td>● Students will evaluate the strength of the evidence they choose.</td>
<td>● Teachers will model how to grow big ideas from details about characters.</td>
<td>Every Living Thing by Cynthia Rylant</td>
</tr>
<tr>
<td>● Students will annotate texts, and incorporate quotes with context and precision.</td>
<td>● Teachers will explain and demonstrate writing to discover what a character truly wants.</td>
<td>Thank You Ma’am by Langston Hughes</td>
</tr>
<tr>
<td>● Students will clarify and elaborate on their thinking.</td>
<td>● Teachers will model crafting claims about characters and conference with students about their own claims.</td>
<td>Fly Away Home by Eve Bunting</td>
</tr>
<tr>
<td><strong>Goals:</strong></td>
<td>● Teachers will model conveying evidence: summarizing and storytelling.</td>
<td>“The Landlady” by Roald Dahl</td>
</tr>
<tr>
<td>NJSLS.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.</td>
<td>● Teachers will encourage students to study and refer back to mentor texts to construct their literary essays.</td>
<td>The Babysitter by Jane Yolen</td>
</tr>
<tr>
<td>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.</td>
<td>● Teachers will model and stress the importance of revising essays to be sure you analyze as well as cite text evidence.</td>
<td>Twelve Impossible Things Before Breakfast by Jane Yolen</td>
</tr>
<tr>
<td>NJSLS.W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</td>
<td>● Teachers will demonstrate and provide students with transitional words that are grade appropriate to add into their writing.</td>
<td>Raymond’s Run by Toni Cade Bambara</td>
</tr>
<tr>
<td>NJSLS.W.6.1.D Establish and maintain a formal/academic style, approach, and form.</td>
<td><strong>Bend 2: Elevating the Complexity of Literary Essays</strong> (Draft again a simple essay about a character but this time angling their essays to consider the theme of the text they are analyzing.)</td>
<td><strong>Resources:</strong></td>
</tr>
<tr>
<td>NJSLS.W.6.1.E Provide a concluding statement or section that follows from the argument presented.</td>
<td>● Teachers will demonstrate</td>
<td><a href="http://readingandwritingproject.com">http://readingandwritingproject.com</a></td>
</tr>
<tr>
<td>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.</td>
<td><strong>Mentor Texts:</strong></td>
<td>● A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)</td>
</tr>
<tr>
<td>NJSLS.W.6.2.A Introduce a topic and examine it in depth, and provide reasons and evidence</td>
<td><strong>Units of Study for Argument, Information, and Narrative Writing</strong> by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions</strong> by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>The Literary Essay From Characters to Compare/Contrast</strong> Grade 6 Written by Kate Roberts and Kathleen Tolan</td>
<td>CD-ROM for Informational Writing</td>
</tr>
</tbody>
</table>
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.  

NJSLS.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  

NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.  

NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.  

NJSLS.W.6.2.E Establish and maintain a formal style.  

NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.  

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.)  

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.)  

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 looking for themes in the conflict of a text.  

- 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.  

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.)  

- Teachers will help students building their muscles to compare and contrast, buy 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.  

Additional Honors Teaching Points:  

- 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 included in the Units of Study.  

Assessment:  

- 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 The Literary Essay From Characters to Compare/Contrast book. Use the Learning Progressions for Argument writing.
of three pages in a single sitting.

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.6.10 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.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

| Audience or to try a new approach in defending a claim. |
| 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. |

● 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.
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.*

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:**

NJSLS.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 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.

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

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.

NLSLS.L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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**Writer’s Workshop Unit 4**
**Informational Writing**
**January/February (6 weeks)**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Bend 1:</strong> Writing Research Based Informational Essays</td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
<tr>
<td>● Students will be able to determine a credible resource.</td>
<td>● 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.</td>
<td>The Impossible Rescue: The Story of an Amazing Arctic Adventure by Martin W. Sandler (Z)</td>
</tr>
<tr>
<td>● Students will convey ideas and information about a subject in a well-structured text.</td>
<td>● Teachers will model how to find, and discuss elements of a credible resource.</td>
<td>Monsters by Judith Herbst</td>
</tr>
<tr>
<td>● Students will use transitions to connect ideas, information, and examples and to imply relationships.</td>
<td></td>
<td>Boy by Roald Dahl</td>
</tr>
<tr>
<td>● Students will use subheadings and/or clear introductory transitions to separate sections.</td>
<td></td>
<td>Harvesting Hope (The Story of Cesar Chavez) by Kathleen Krul</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Surprising Sharks by Nicola Davies</td>
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<tr>
<td></td>
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<td>Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf by Stephen R. Swinburne</td>
</tr>
</tbody>
</table>
Grade 6 Literacy Curriculum 2018

- Students will support readers’ learning by using a teaching tone and a formal style as appropriate.

**Goals:**

NJSLS.W.6.1.A
Introduce claim(s) and organize the reasons and evidence clearly.

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.

NJSLS.W.6.1.C
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

NJSLS.W.6.1.D
Establish and maintain a formal/academic style, approach, and form.

NJSLS.W.6.1.E
Provide a concluding statement or section that follows from the argument presented.

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.

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.

NJSLS.W.6.2.B
Develop the topic with relevant facts, definitions, concrete details, multiple resources and demonstrate how to pick out relevant information.

- Teachers will model the structure of an informational essay and compare and contrast how it relates to other types of essays. (Boxes and bullets)

**Bend 2:**

- 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 how 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

**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.

- Teachers will model how to revise to fit digital formats.
- Teacher will encourage celebration: presentations, feedback, and reflection.

**Additional Honors Teaching Points:**

- Organize nonfiction writing and nonfiction features to enhance the audience’s understanding of a topic.
- Analyze sources for credibility and evidence.

**Books:**

- The Giant and How He Humbugged America by Jim Murphy
- Pyramid by David Macaulay
- Jungle by Theresa Greenway
- The Bat Scientists by Mary Kay Carson
- Stealing Home: The Story of Jackie Robinson by Barry Denenberg
- To Be Young in America: Growing Up with the Country by Sheila Cole
- Life in Ancient China by Paul Challen
- Rattlesnake Mesa: Stories from a Native American Childhood by Ednah New Rider Weber
- Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh
- Through My Eyes by Ruby Bridges
- Clean Water by Beth Geiger
- Secrets of the Mummies by Harriet Griffey
- Bodies from the Bog by James M. Deem

**Teacher Resources:**

http://readingandwritingproject.com/

A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)

Units of Study for Argument, Information, and Narrative Writing by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann

Schoolwide Personal Narrative Writing by Writing Fundamentals Grade 6 Published by Writing Fundamentals

Writing Pathways Grades 6-8 Performance Assessments and Learning Progressions by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and
quotations, or other information and examples.

NJSLS.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

NJSLS.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

NJSLS.W.6.2.E Establish and maintain a formal style.

NJSLS.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

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.)

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.)

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.

- 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.

Writing Project. *Research-Based Information Writing* Grade 6 Written by Lucy Calkins, Maggie Beattie Roberts, & Emily Strong Campbell CD-ROM for Informational Writing included in the Units of Study.

**Assessment:**

- 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 *Research-Based Informational Writing* book.
<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>NJSLS.W.6.7</td>
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<td>NJSLS.W.6.8</td>
<td>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.</td>
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<td>NJSLS.W.6.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<td>NJSLS.W.6.9.A</td>
<td>Apply <em>grade 6 Reading standards</em> to literature (e.g., &quot;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&quot;).</td>
</tr>
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<td>NJSLS.W.6.9.B</td>
<td>Apply <em>grade 6 Reading standards</em> to literary nonfiction (e.g., &quot;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&quot;).</td>
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<td>NJSLS.W.6.10</td>
<td>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.</td>
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<td>NJSLS.SL.6.4</td>
<td>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or...</td>
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</table>
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 grammar and usage when writing or speaking.

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
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.*

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:**

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
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.

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Enduring Understandings:**
  - Students will look at the details with multiple perspectives and use their poet's eyes to observe. |
  - Bend 1: Changing your view of words
    - Generating ideas with sensory images for ordinary objects.
    - Generating ideas with poetic description vs. scientific |
  Mentor Texts (Instructional Read Aloud):
  - *Out of the Dust* by Karen Hesse
  - *Love That Dog* by Sharon Creech |
- 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.

**Goals:**
NJSL.W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

NJSL.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.

NJSL.W.6.3.B
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

NJSL.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.

NJSL.W.6.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

NJSL.W.6.3.E
Provide a conclusion that follows from the narrated experiences or description.

- Creating a unique moment.
- Emotion
- Abstract vs. Concrete
- Telling a story with poetry

**Bend 2: Form and Creation**
- Layout, placement size and font
- Repetition and symbolism
- Language choices
- Titles and final lines
- Using verbs

**Bend 3: Publication**
- Performance/sharing
- Creating a collection

**Additional Honors Teaching Points:**
- 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 of 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.

**Skin Deep and Other Teenage Reflections** by Angela Shelf Medearis
**Hate That Cat** by Sharon Creech
**This is Just to Say** 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

**Assessment:**
Poetry collection
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.)

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.)

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.

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,
<table>
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<tbody>
<tr>
<td>NJSLS.L.6.1.B</td>
<td>Use intensive pronouns (e.g., <em>myself</em>, <em>ourselves</em>).</td>
</tr>
<tr>
<td>NJSLS.L.6.1.C</td>
<td>Recognize and correct inappropriate shifts in pronoun number and person.*</td>
</tr>
<tr>
<td>NJSLS.L.6.1.D</td>
<td>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</td>
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<td>NJSLS.L.6.1.E</td>
<td>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
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<td>NJSLS.L.6.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>NJSLS.L.6.2.A</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
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<td>NJSLS.L.6.2.B</td>
<td>Spell correctly.</td>
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<td>NJSLS.L.6.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>NJSLS.L.6.3.A</td>
<td>Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</td>
</tr>
<tr>
<td>NJSLS.L.6.3.B</td>
<td>Maintain consistency in style and tone.*</td>
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<td>Standard</td>
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<tr>
<td>NJSLS.L.6.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>NJSLS.L.6.5.A</td>
<td>Interpret figures of speech (e.g., personification) in context.</td>
</tr>
<tr>
<td>NJSLS.L.6.5.B</td>
<td>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</td>
</tr>
<tr>
<td>NJSLS.L.6.5.C</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</td>
</tr>
<tr>
<td>NJSLS.L.6.6</td>
<td>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.</td>
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</table>

**Additional Honors Goals:**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.W.7.4</td>
<td>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</td>
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</tbody>
</table>
| 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
### Grade 6 Literacy Curriculum | 2018

**Discipline-specific tasks, purposes, and audiences.**

**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.

**NJSLS.W.7.4.** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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#### Writer's Workshop Unit 6

**Argument Essay**

**April/May** 6 weeks

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings:</strong></td>
<td><strong>Bend 1: Personal Essay</strong></td>
<td><strong>Mentor Texts (Instructional Read Aloud):</strong></td>
</tr>
</tbody>
</table>
| ● Students will use persuasive language and transitions/ | ● Reading personal essay | Lego Essay  
Easy Bake Oven Essay  
Do You Believe in Me? (speech)  
I Have a Dream  
Dogs in School Articles  
Chocolate Milk Articles  
*The Lorax* by Dr. Seuss  
*Read All About It!* by Jim Trelease  
*Feathers and Fools* by Mem Fox  
*Fox* by Margaret Wild  
*The Giving Tree* by Shel Silverstein | |
| ● Students will craft a convincing call to action | ● Writers write about what they know | |
| ● Students will read and analyze multiple texts about a topic to draw conclusions and develop an argument. | ● Deciphering how personal essay is different from personal narrative | |
| ● Students will draw the conclusion that persuasive writing can serve as a vehicle for social change. | ● Elements of personal essay: Thesis and supporting reasons | |
| **Goals:** | ● Structure of personal essay: Boxes and Bullets | |
| **NJSLS.W.6.1** Write arguments to support claims with clear reasons and relevant evidence. | ● Writing and publishing a personal essay | |
| **NJSLS.W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly. | ● Writers craft their sentences carefully and deliberately | |
| **NJSLS.W.6.1.B** Support claim(s) with clear reasons and relevant evidence, using credible sources and | ● Writers craft their paragraphs carefully and deliberately | |
| **Bend 2: Persuasive/Argument Essay** | **Parts of an opening paragraph (Understanding why the issue is important)** | |
| ● 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 | | |

**Mentor Texts/Resources:**


- A Curricular Plan for the Writers Workshop, Teachers College Electronic PDF, Grade 6 2011-2012 Unit (Available on the shared drive)
demonstrating an understanding of the topic or text.

NJSLS.W.6.1.C
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

NJSLS.W.6.1.D
Establish and maintain a formal/academic style, approach, and form.

NJSLS.W.6.1.E
Establish and maintain a formal/academic style, approach, and form.

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.

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.

NJSLS.W.6.2.B
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

NJSLS.W.6.2.C
Use appropriate transitions to clarify the relationships among ideas and concepts.

NJSLS.W.6.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.

<table>
<thead>
<tr>
<th>Bend 3: Research Based Argument Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Persuasive Language</td>
</tr>
<tr>
<td>- Transitions</td>
</tr>
<tr>
<td>- Call to Action</td>
</tr>
<tr>
<td>- Audience</td>
</tr>
</tbody>
</table>

**Additional Honors Teaching Points:**

- 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

**Units of Study for Argument, Information, and Narrative Writing**
by Lucy Calkins and Colleagues from The Reading and Writing Project Grade 6 Published from Heinemann

**Schoolwide Personal Narrative Writing**
by Writing Fundamentals Grade 6 Published by Writing Fundamentals

**Writing Pathways Grades 6-8**
**Performance Assessments and Learning Progressions**
by Lucy Calkins and Audra Kirshbaum Robb and Colleagues from the Teachers College of Reading and Writing Project.

**Assessment:**

- Individual Conferring
- Small group conversations
- Argument Checklist/Rubric
- Argument Essay
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- 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.
<table>
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<tr>
<th>NJSLS.W.6.9</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
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<td>NJSLS.SL.6.1</td>
<td>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.</td>
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<td>NJSLS.SL.6.1.A</td>
<td>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.</td>
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<td>NJSLS.SL.6.1.B</td>
<td>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</td>
</tr>
<tr>
<td>NJSLS.SL.6.1.C</td>
<td>Pose and respond to specific</td>
</tr>
</tbody>
</table>
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
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.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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.

NJSLS.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, 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 important to comprehension or expression.

**Additional Honors Goals:**

NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

NJSLS.W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
D. Establish and maintain a formal
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
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

**Writer’s Workshop Unit 7**  
**Fantasy Writing**  
**May-June 5 weeks**

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Teaching Points (Possible Mini-Lessons)</th>
<th>Mentor Texts/Resources</th>
</tr>
</thead>
</table>
| **Enduring Understandings:** | Bend 1: Gathering Ideas, Developing Characters, Creating Setting  
- Elements of a story review  
- Teachers use mentor texts to demonstrate fantasy worlds.  
- Understanding elements of fantasy writing.  
- Setting and characters  
- Fantastical elements  

Bend 2: Developing Pot  
- Plot Mountains- developing motivations, obstacles, and solutions  
- Advanced techniques- flashback and foreshadowing  
- Inner dialogue and thinking  
- Crafting resolutions  
- Revising work  

Bend 3: Revision/Mentor Texts | **Mentor Texts (Instructional Read Aloud):**  
Twelve Impossible Things Before Breakfast by Jane Yolen  
The Cherry Tree Buck and Other Stories by Robin Moore  
Uncle Septimus’ Beard by Herbert Shippey  
The Paperbag Princess by Robert Munsch  
Cloudy with a Chance of Meatballs by Judi Barrett  
Where the Wild Things Are by Maurice Sendak  
Merlin and Dragons by Jane Yolen  
The Thief of Always by Clive Barker  
The Lightning Thief by Rick Riordan  
Family Monster by Pamela F. Service in But That's Another Story by Sandy |
## Grade 6 Literacy Curriculum

<table>
<thead>
<tr>
<th>their stories.</th>
<th>• Look back at mentor texts. Use techniques for how authors create world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals: NJSLS.W.6.3</td>
<td>• Strengthen plot, characters, language</td>
</tr>
<tr>
<td>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>• Publish</td>
</tr>
<tr>
<td>NJSLS.W.6.3.A</td>
<td>Additional Honors Teaching Points:</td>
</tr>
<tr>
<td>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.</td>
<td>• Fantasy writing unfolds so that events in the story help to build upon the theme of the writing.</td>
</tr>
<tr>
<td>NJSLS.W.6.3.B</td>
<td>• Use word choice and figurative language to fully develop fantasy worlds and engage the reader in the world of the story.</td>
</tr>
<tr>
<td>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
<td>• 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.</td>
</tr>
<tr>
<td>NJSLS.W.6.3.C</td>
<td>• Go through the writing process that was learned over the course of the year in order to make the best choices for the audience.</td>
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<tr>
<td>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
<td>• Teacher will encourage students to vary sentence structure and pay attention to word choice through individual and group conferences.</td>
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<tr>
<td>NJSLS.W.6.3.D</td>
<td>• 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.</td>
</tr>
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<td>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</td>
<td>• 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.</td>
</tr>
<tr>
<td>NJSLS.W.6.3.E</td>
<td>• Character archetypes are developed in stories and the impact these characters play on the theme of the story. Teacher</td>
</tr>
<tr>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td>-</td>
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<td>NJSLS.W.6.4</td>
<td>Teacher Resources:</td>
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<td>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</td>
<td>Asher</td>
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<tr>
<td>The Wizard of Oz</td>
<td></td>
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<tr>
<td>Teacher's College If...Then Curriculum</td>
<td>-</td>
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<tr>
<td>Standards 1–3 above.)</td>
<td>will conference in small groups and individually to ensure students are meeting all the elements of fantasy writing.</td>
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<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>NJSLS.W.6.5</td>
<td>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.)</td>
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<tr>
<td>NJSLS.W.6.6</td>
<td>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.</td>
</tr>
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<td>NJSLS.W.6.10</td>
<td>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.</td>
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<td>NJSLS.L.6.1</td>
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<td>Ensure that pronouns are in the proper case (subjective, objective, possessive).</td>
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<td>NJSLS.L.6.1.B</td>
<td>Use intensive pronouns (e.g., <em>myself</em>, <em>ourselves</em>).</td>
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| NJSLS.L.6.1.C        | Recognize and correct inappropriate shifts in pronoun
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<td>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</td>
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<td>NJSLS.L.6.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>NJSLS.L.6.2.A</td>
<td>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</td>
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<td>NJSLS.L.6.2.B</td>
<td>Spell correctly.</td>
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<td>NJSLS.L.6.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<tr>
<td>NJSLS.L.6.3.A</td>
<td>Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.</td>
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<td>NJSLS.L.6.3.B</td>
<td>Maintain consistency in style and tone.*</td>
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**Additional Honors Goals:**

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.

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.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

NJSLS.W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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.

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.7.10. 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.

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<td><strong>Resources:</strong></td>
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<td>● Students will review and reflect on writing throughout the year.</td>
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<td>Portfolios of student work</td>
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**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

*A Curricular Unit of Study for Readers Workshop and Writer’s Workshop, Grade 6* Written by Lucy Calkins with Colleagues from The Reading and Writing Project, 2011-2012.

*Writing Fundamentals* Published by Schoolwide