

**Quinton Township School District
English Language Arts Literacy-Writing
Grade 6**

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	1-2	Unit Title:	Unit 1: Writing Personal Narratives	Pacing:	45 Days
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Unit Summary:

“This unit helps students draw on their lives, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights. This unit especially emphasizes the importance of setting goals, practicing strategically, and aiming for high productivity.”

- Heinemann

Menor Text:

“Everything Will Be Okay” by James Howe

Connect with *Holes* * by Louis Sachar and the *Deep Study of Character* Reading Workshop.

Objectives:

Pre-assessment

- SWBAT create a list of writing territories they can use as inspiration throughout the year.
- SWBAT list small moments of a person to prepare for writing a personal narrative.

BEND 1

1. SWBAT use published text(s) as inspiration for writing.
SWBAT identify what strategies published authors used in writing and try to use those strategies independently.
2. SWBAT map out a setting for a personal narrative and write a list of small moments that come from that place.
3. SWBAT make a list of memories when something was realized/learned about self, others, life, etc.
4. SWBAT reimagine the episode as they write by including details.
5. SWBAT imitate the personal narrative writing that inspires them to use in their own writing.
6. SWBAT self and peer assess writing.
SWBAT set a goal for their writing.
SWBAT use an editing checklist to guide them in revision and editing.

BEND 2

7. SWBAT generate multiple leads as a way to rehearse a story.
8. SWBAT complete a flash draft of their personal narrative.
9. SWBAT experiment with writing skills in their notebooks for pre-writing.
SWBAT show progress toward their self appointed goal.
10. SWBAT re-angle their storytelling to hint at the larger meaning early on.
SWBAT develop the deeper meaning throughout their stories.
11. SWBAT further develop the most important parts of their stories through writing powerful scenes.
SWBAT incorporate new moments from the past that connect with the story's meaning.
12. SWBAT use a checklist to guide their revising.

BEND 3

13. SWBAT use what skills they have learned in the unit to begin drafting a second personal narrative.
14. SWBAT build tension while drafting the problem in their story.
15. SWBAT create resolutions that connect to the big meaning of their story.
16. SWBAT revise their sentences to reflect the mood in their story through sentence length and rhythm.
17. SWBAT publish, share, and celebrate their writing with peers and parents.

Essential Questions:

- Why are details important in writing?
- Where do writers get ideas for their work?

- How can published authors help aspiring writers?
- Why publish life stories?

Common Core State Standards/Learning Targets:

Pre-assessment

- W 6.3d, W 6.4, W 6.5, SL 6.1, L6.1, L 6.2, L6.3
- W 6.3d, W 6.4, W 6.5, SL 6.1, L6.1, L 6.2, L6.3

Bend 1

1. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.3, RL 6.5, RL 6.6, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.4a
2. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.3, SL 6.1, SL 6.5, SL 6.6, L 6.1, L 6.2, L 6.3
3. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.3, RL 6.6, SL 6.1, SL 6.6, L 6.2, L 6.3, L 6.6
4. W 6.3.a,b,c,d,e, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.3, RL 6.6, RL 7.6, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3
5. W 6.3.a,b,c,d,e, W 6.5, W 6.9 a, W 6.10 RL 6.1, RL 6.2, RL 6.4, RL 6.5, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.6
6. W 6.3, W 6.5, W 6.10, RL 6.1, RL 6.5, SL 6.1, SL 6.4 L 6.1, L 6.2, L 6.3

Bend 2

7. W 6.3, W 6.5, W 6.10, RL 6.1, RL 6.5, SL 6.1, SL 6.4 L 6.1, L 6.2, L 6.3
8. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.3, SL 6.1, SL 6.4, L 6.1, L 6.2, L 6.3
9. W 6.3 a, b, c, d, e, W 6.5, W 6.10, RL 6.2, RL 6.4, RL 6.10, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.4
10. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.5, SL 6.1, SL 6.4, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.4, L 6.5, L 6.6
11. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.2, RL 6.4, RL 6.5, RL 6.6, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3
12. W 6.3, W 6.5, RL 6.3, RL 6.10, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3

Bend 3

13. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.1, RL 6.2, RL 6.3, RL 6.6, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3
14. W 6.3, W 6.4, W 6.5, W 6.10, RL 6.1, RL 6.3, RL 6.5, SL 6.2, SL 6.4, L 6.1, L 6.2, L 6.3
15. W 6.3 a, b, c, d, e, W 6.5, RL 6.2, RL 6.5, SL 6.1, L 6.1, L 6.2, L 6.3
16. W 6.3, W 6.5, RL 6.3, RL 6.4, SL 6.1, L 6.1, L 6.2, L 6.3
17. W 6.3, RL 6.6, RL 6.10, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3

Other Standards Covered: **8.1**

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

Interdisciplinary Connections	Including 21st Century Themes and Skills	
Social Studies	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre-assessment: Create a list of writing territories they can use as inspiration throughout the year.	Teacher's writing notebook	<ul style="list-style-type: none"> ● Word doc of Teacher's writing territories ● Writer's Notebooks 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Pre-assessment: List small moments of a person to prepare for writing a personal narrative.	Teacher's writing notebook	<ul style="list-style-type: none"> ● Small Moments Slide ● Writer's Notebooks 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

Plan, flash draft, proofread, and revise a “small moment” personal narrative in one session.			
<p>Session 1: Use published text(s) as inspiration for writing. Identify what strategies published authors used in writing and try to use those strategies independently.</p>	<p>Lucy Calkins Bend 1: Setting up to Write</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> • Anchor Chart: How to Write Powerful Personal Narratives • Student (or Teacher) Sample Personal Narrative • Writer’s Notebooks 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 2: Map out a setting for a personal narrative and write a list of small moments that come from that place.</p>	<p>Lucy Calkins Bend 1: Calling on All Strategies to Write Up a Storm</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> • Anchor chart: Generating Personal Narrative Topics 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 3: Make a list of memories when something was realized/learned about self, others, life, etc.</p>	<p>Lucy Calkins Bend 1: Writing From Memories that Really Matter</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> • Anchor chart: Generating Personal Narrative Topics 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 4: SWBAT reimagine the episode as they write by including details.</p>	<p>Lucy Calkins Bend 1: Telling the Story from the Narrator’s Point of View</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> • Teacher writing sample • Anchor chart: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

<p>Session 5: SWBAT imitate the personal narrative writing that inspires them to use in their own writing.</p>	<p>Lucy Calkins Bend 1: Reading Closely to Learn from Others</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Anchor chart: Lessons from Mentor Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 6: SWBAT self and peer assess writing. SWBAT set a goal for their writing. SWBAT use an editing checklist to guide them in revision and editing.</p>	<p>Lucy Calkins Bend 1: Taking Stock</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Narrative Writing Checklist, · Questions to Ask Yourself as You Edit (from Telling the Story from the Narrator’s POV), · “Look Up and Watch the Show” student sample CD · Anchor chart: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 7: SWBAT generate multiple leads as a way to rehearse a story.</p>	<p>Lucy Calkins Bend 2: Rehearsing</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Anchor Charts: Techniques for Writing Memorable Leads · AC: How to Write Powerful 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

		Personal Narratives	
Session 8: SWBAT complete a flash draft of their personal narrative.	Lucy Calkins Bend 2: Flash Drafting <i>The Writing Strategies Book</i> by Jennifer Serravallo	· ACs from unit	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Session 9: SWBAT experiment with writing skills in their notebooks for pre-writing. SWBAT show progress toward their self appointed goal.	Lucy Calkins Bend 2: Using Writer's Notebooks for mindful, Goal-driven Work <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> · Copy of "Everything Will Be Okay" · Teacher sample story · AC: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Session 10: SWBAT re-angle their storytelling to hint at the larger meaning early on. SWBAT develop the deeper meaning throughout their stories.	Lucy Calkins Bend 2: Re-angling and Rewriting to Convey What a Story is Really About <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> · Teacher sample story · Story mountain for teacher's story · Post its · AC: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
Session 11: SWBAT further develop the most	Lucy Calkins Bend 2: Elaborating on Important Scenes and Adding New Ones	· Teacher sample story	<ul style="list-style-type: none"> ● Smart Board Applications

<p>important parts of their stories through writing powerful scenes. SWBAT incorporate new moments from the past that connect with the story's meaning.</p>	<p>from the Past</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: How to Write Powerful Personal Narratives · 6th grade Narrative Writing Rubric (paragraphs) · copy of "Everything Will Be Okay" 	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Session 12: SWBAT use a checklist to guide their revising</p>	<p>Lucy Calkins Bend 2: Using All Available Resources to Aid with Final Touches</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · 6th grade Narrative Writing Rubric · AC: Questions to Ask Yourself as You Edit 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 13: SWBAT use what skills they have learned in the unit to begin drafting a second personal narrative.</p>	<p>Lucy Calkins Bend 3: Taking Charge of the Writing Process</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Copy of "Everything Will Be Okay" · Grade 6 Narrative Writing Checklist · Published personal narratives · AC: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Session 14: SWBAT build tension while drafting the problem in their story.</p>	<p>Lucy Calkins Bend 3: Slowing Down and Stretching Out the Story's Problem</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Copy of "Everything Will Be Okay" · Grade 6 Narrative Writing Checklist · 6th grade writing samples · piece of rope · index cards · clip from <i>The Hunger Games</i> 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 15: SWBAT create resolutions that connect to the big meaning of their story.</p>	<p>Lucy Calkins Bend 3: Ending Stories in Meaningful Ways</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · the ending from <i>The House on Mango Street</i> by Sandra Cisneros · teacher sample story · AC: How to Write Powerful Personal Narratives 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 16: SWBAT revise their sentences to reflect the mood in their story through sentence length and rhythm.</p>	<p>Lucy Calkins Bend 3: Editing Sentences for Rhythm and Meaning</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Teacher sample story · <i>Night in the Country</i> by Cynthia Rylant excerpt (pg 144) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 17:</p>	<p>Lucy Calkins Bend 3: Publishing and</p>	<ul style="list-style-type: none"> · Student 	<ul style="list-style-type: none"> ● Smart Board

<p>SWBAT publish, share, and celebrate their writing with peers and parents.</p>	<p>Celebrating as a Community of Writers</p>	<p>volunteers to verbally share</p> <ul style="list-style-type: none"> · Invitations for parents and staff · Party refreshments · Notecards 	<ul style="list-style-type: none"> ● Applications ● Google Applications ● 1:1 Device
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Formative Assessments (Informal)</p> <ul style="list-style-type: none"> ● Daily observation of students' participation and products during the active participation segment of each minilesson. ● Students' questions, comments, suggestions to teacher ● Comments, corrections, and records from peer conferences between students <p>Formative Assessments (Formal)</p> <ul style="list-style-type: none"> ● Pre-assessment ● Teacher-student conferences 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Published Personal Narratives ● On-demand Personal Narrative drafted with minimal teacher assistance, <p>Suggested skills to be assessed:</p> <p>Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:</p> <ul style="list-style-type: none"> ● Lead ● Transitions ● Ending ● Organization ● Elaboration ● Craft ● Spelling

- Punctuation and sentence structure
- Overall writing quality

Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words 	<ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional 	<ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. 	<ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's

<p>to assist students' understanding of instructional texts.</p> <ul style="list-style-type: none"> • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and 	<p>recommendations</p> <ul style="list-style-type: none"> • Establish a consistent and daily routine 		<p>relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none"> • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Writing
Grade 6**

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	2-3	Unit Title:	Unit 2: The Literary Essay	Pacing:	45 Days
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Unit Summary:

“Sixth graders learn ways to generate ideas based on close readings of a text and learning strategies essayists use to gather, analyze, and explain evidence from the text to support their claims.”

-Heinemann

Mentor Text:

“Raymond’s Run” * by Toni Cade Bambara

Short Stories:

“Thank You Ma’am” * by Langston Hughes

“Stray” by Cynthia Rylant

“Your Move” * by Eve Bunting

SCOPE Magazine short stories.

Connect with *Number the Stars* ^ by Lois Lowry and *Chains* * by Laurie Halse Anderson.

Objectives:

Bend 1

1. SWBAT use a pre-writing structure strategy in preparation for essay writing.
SWBAT write a thesis statement for a given topic of a literary essay.
2. SWBAT generate ideas for an essay about literature.
SWBAT reread a text closely gathering details about the characters. SWBAT consider author's intention during a reread.
3. SWBAT reflect on and write about what motivates characters and what characters really want to use a base for the literary essay.
4. SWBAT craft a claim to be used as a base for a thesis statement.
5. SWBAT research the most compelling evidence to use in writing literary essays.
6. SWBAT study published literary essays to learn techniques and structures to bring to their own essays.
7. SWBAT revise their essays to explain how and why their evidence connects with or supports their claim.
 - SWBAT publish their character based literary essay.

Bend 2

8. SWBAT identify and analyze characters' problems in literature to look for themes.
9. SWBAT draft a theme based literary essay using evidence collected from the text(s).
10. SWBAT begin their essays with a universal statement then transition to the text-based claim they are arguing.
SWBAT write an ending to their essay with a strong impression that concludes their journey of thought.
11. SWBAT use quotations from the text to support their ideas, choosing just key parts to be more effective.
SWBAT provide context for how that bit of text supports their thinking
12. SWBAT look towards mentor texts to study conventions of writing and see how rules are applied.
SWBAT edit their own essays based on their research.
 - SWBAT publish their theme based literary essay.

Bend 3

13. SWBAT notice similarities and differences between their subjects.
SWBAT note the significance of their descriptions.
SWBAT categorize their observations into patterns or ideas.
14. SWBAT write a compare and contrast essay draft by thinking across texts about similarities and differences among themes.
15. SWBAT use the skills they have learned as essayists as well as a variety of resources to revise their compare-and-contrast essays.
16. SWBAT revise their essays to fix run-on sentences and/or sentence fragments.
17. SWBAT publish, share, and celebrate their work on their compare-and-contrast essays.

Essential Questions:

- How does writing about reading help writers and readers?
- How do writers read?
- What am I trying to achieve through my writing?
- Where do ideas from writing come from?

Common Core State Standards/Learning Targets:**Bend 1**

1. W 6.1 a, b, c, d, e, W 6.4, W 6.5, RL 6.1, RL 6.2, RL 6.3, RL 6.5, RL 6.10, SL 6.1, SL 6.2, SL 6.6, L 6.1, L 6.2, L 6.3
2. W 6.1 a, b, RL 6.1, RL 6.2, RL 6.3, RL 6.10, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3
3. W 6.1 a, b, W 6.2, W 6.3.b, W 6.10, RL 6.1, RL 6.3, RL 6.4, SL 6.1, L 6.1, L 6.2, L 6.3
4. W 6.1 a, b, c, RL 6.1, RL 6.2, RL 6.3, RL 6.4, SL 6.1, SL 6.4, SL 6.6, L 6.1, L 6.2, L 6.3
5. W 6.1, W 6.9.a, RI 6.1, RL 6.2, RL 6.3, RL 6.4, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.6
6. W 6.1, W 6.4, W 6.5, W 6.9.a, W 6.10, RI 6.1, RL 6.2, RL 6.3, RL 6.10, SL 6.1, SL 6.2, SL 6.3, L 6.1, L 6.2, L 6.3
7. W 6.1 a, b, c, W 6.5, W 7.1 a, RL 6.1, RL 6.2, SL 6.1, SL 6.3, L 6.1, L 6.2, L 6.3, L 6.6

Bend 2

8. W 6.1, W 6.4, W 6.5, W 6.10, RL 6.1, RL 6.2, RL 6.3, SL 6.1, SL 6.4, SL 6.6, L 6.1, L 6.2, L 6.3
9. W 6.1, W 6.4, W 6.5, W 6.10, RL 6.1, RL 6.2, RL 6.3, RL 6.10, SL 6.1, L 6.1, L 6.2, L 6.3
10. W 6.1 a, e, W 6.4, W 6.5, RL 6.1, RL 6.2, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.6
11. W 6.1 b, c, W 6.4, W 6.9 a, RL 6.1, RL 6.2, RL 6.5, SL 6.1, SL 6.3, SL 6.4, L 6.1, L 6.2, L 6.3
12. W 6.1, W 6.5, RL 6.10, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.6

Bend 3

13. W 6.2, W 6.4, W 6.9 a, W 6.10, RL 6.1, RL 6.3, SL 6.1, SL 6.2, SL 6.4, L 6.1, L 6.2, L 6.3
14. W 6.2, W 6.5, W 6.9 a, RL 6.1, RL 6.2, RL 6.10, SL 6.1, L 6.1, L 6.2, L 6.3, L 6.5, L 6.6
15. W 6.2, W 6.5, W 6.9 a, RL 6.2, SL 6.1, L 6.1, L 6.2, L 6.3
16. W 6.2, W 6.5, RL 6.10, SL 6.1, L 6.1, L 6.2, L 6.3
17. W 6.2, W 6.5, W 6.6, W 6.10, RL 6.10, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3

Other Standards Covered: **8.1**

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

Interdisciplinary Connections	Including 21st Century Themes and Skills	
Social Studies	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Session 1: SWBAT use a pre-writing structure strategy in preparation for essay writing. SWBAT write a thesis statement for a given topic of a literary essay.	Lucy Calkins Bend 1: Essay Boot Camp <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Anchor Chart: Boxes and Bullet Essay Structure	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 2: SWBAT generate ideas for an essay about literature. SWBAT reread a text	Lucy Calkins Bend 1: Growing Big Ideas from Details about Characters	· AC: How to Write a Literary Essay about a Character	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications

<p>closely gathering details about the characters. SWBAT consider author's intention during a reread.</p>	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: Thought Prompts that Help an Essayist Think and Write, · "Raymond's Run" student sample CD 	<ul style="list-style-type: none"> • 1:1 Device
<p>Session 3: SWBAT reflect on and write about what motivates characters and what characters really want to use a base for the literary essay.</p>	<p>Lucy Calkins Bend 1: Writing to Discover What a Character Really Wants</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: How to Write a Literary Essay about a Character · Thought Prompts that Help an Essayist Think and Write, · copies of figure 3-2 pg 33 & CD · "Raymond's Run" student sample CD 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 4: SWBAT craft a claim to be used as a base for a thesis statement.</p>	<p>Lucy Calkins Bend 1: Crafting Claims</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: How to Write a Literary Essay about a Character · class flash draft essay 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 5: SWBAT research the most compelling evidence to use in writing literary</p>	<p>Lucy Calkins Bend 1: Conveying Evidence</p>	<ul style="list-style-type: none"> · AC: Evidence Sentence Starters, · AC: How to 	<ul style="list-style-type: none"> • Smart Board Applications • Google

essays.	<i>The Writing Strategies Book</i> by Jennifer Serravallo	Write a Literary Essay about a Character	<ul style="list-style-type: none"> • Applications • 1:1 Device
Session 6: SWBAT study published literary essays to learn techniques and structures to bring to their own essays.	Lucy Calkins Bend 1: Studying a Mentor Text to Construct Literary Essays <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> • Student/Teacher sample essay, • AC: Things to Look for When Annotating a Mentor Essay • Argument Writing Checklists 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 7 SWBAT revise their essays to explain how and why their evidence connects with or supports their claim.	Lucy Calkins Bend 1: Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> • AC: Ways to Analyze Evidence and Thought Prompts for Counterarguments 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
SWBAT publish their character based literary essay.		<ul style="list-style-type: none"> • Anchor charts from unit 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Bend 2 Session 8: SWBAT identify and analyze characters' problems in literature to look for themes.	Lucy Calkins Bend 2: Looking for Themes in the Trouble of a Text <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> • Copy of "Raymond's Run" • Literary essays from bend 1 • AC: How to Write a Theme-Based 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

		<p>Literary Essay</p> <ul style="list-style-type: none"> · Chart paper with table labeled “motivations, problems, and lessons learned” by Squeaky · Student mentor texts (Yuko on Raymond’s Run and class essay on The Three Little Pigs) · Thesis and mini thesis organizer outline 	
<p>Session 9: SWBAT draft a theme based literary essay using evidence collected from the text(s).</p>	<p>Lucy Calkins Bend 2: Drafting Using All that You Know</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Argument Writing Checklist · Thesis and mini thesis outline · Evidence notes 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 10: SWBAT begin their essays with a universal statement then transition to the text-based claim they are arguing. SWBAT write an ending to their essay with a strong impression that concludes their journey of thought.</p>	<p>Lucy Calkins Bend 2: First Impressions and Closing Remarks</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: Revision Strategies, Alternative Ways to Conclude an Essay · Teacher sample of lead (using academic language) · “Conclusions 3 Ways” excerpt pg 101 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

<p>Session 11: SWBAT use quotations from the text to support their ideas, choosing just key parts to be more effective. SWBAT provide context for how that bit of text supports their thinking</p>	<p>Lucy Calkins Bend 2: Quoting Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · ICE anchor chart · 2 quotes from “Raymond’s Run” · texts that students are using in essays · copy of “Raymond’s Run” · student/teacher examples (one with quotes and one without) · Punctuating Quotes chart pg 114 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 12: SWBAT look towards mentor texts to study conventions of writing and see how rules are applied. SWBAT edit their own essays based on their research.</p>	<p>Lucy Calkins Bend 2: Editing Inquiry Centers</p>	<ul style="list-style-type: none"> · Punctuating Quotes chart pg 114 · 2 paragraphs: 1 with flawless conventions, 1 with obvious and many mistakes · mentor text(s) 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>SWBAT publish their theme based literary essay.</p>		<p>Anchor charts from unit</p>	
<p>Bend 3 Session 13:</p>	<p>Lucy Calkins Bend 3: Building the Muscles to Compare and Contrast</p>	<ul style="list-style-type: none"> · 2 different shirts or beverages 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>SWBAT notice similarities and differences between their subjects. SWBAT note the significance of their descriptions. SWBAT categorize their observations into patterns or ideas.</p>	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>(lemonade and juice)</p> <ul style="list-style-type: none"> · various objects to compare/contrast · student sample of comparing Central Park and Grand Central Station CD · Exit Slips · AC: Tips for Comparing and Contrasting 	<ul style="list-style-type: none"> • Google Applications • 1:1 Device
<p>Session 14: SWBAT write a compare and contrast essay draft by thinking across texts about similarities and differences among themes.</p>	<p>Lucy Calkins Bend 3: Comparing and Contrasting Themes across Texts</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: How to Write a Compare-and-Contrast Literary Essay, Tips for Comparing and Contrasting, Literary Language · Copy of “Raymond’s Run” · Teacher writing sample 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 15: SWBAT use the skills they have learned as essayists as well as a variety of resources to revise their compare-and-contrast essays.</p>	<p>Lucy Calkins Bend 3: Applying What You Have Learned in the Past to Today’s Revision Work</p> <p><i>The Writing Strategies Book</i> by</p>	<ul style="list-style-type: none"> · ACs from unit · Student or teacher sample essay · Argument Writing Checklists 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

	Jennifer Serravallo	· Copy of "Raymond's Run"	
Session 16: SWBAT revise their essays to fix run-on sentences and/or sentence fragments.	Lucy Calkins Bend 3: Identifying Run-Ons and Sentence Fragments <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Red Alarm Words chart pg 147 · Teacher writing sample	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 17: SWBAT publish, share, and celebrate their work on their compare-and-contrast essays.	Lucy Calkins Bend 3: Celebrating Literary Essays	<ul style="list-style-type: none"> · All 3 published literary essays · Party refreshments · Character party costumes · Invitations for parents and staff 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <p>Formative Assessments (Informal)</p> <ul style="list-style-type: none"> • Daily observation of students' participation and products 	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> • Writing Portfolio

<p>during the active participation segment of each minilesson.</p> <ul style="list-style-type: none"> • Students' questions, comments, suggestions to teacher • Student self assessments and goals • Comments, corrections, and records from peer conferences between students <p>Formative Assessments (Formal)</p> <ul style="list-style-type: none"> • Pre-assessment • Teacher-student conferences 	<ul style="list-style-type: none"> ○ Students will put together a portfolio of their best Literary Essays (Character, Theme, and Compare and Contrast). ○ Students will draft one final essay of their choice with minimal teacher assistance to add to the portfolio. <p>Suggested skills to be assessed: Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:</p> <ul style="list-style-type: none"> • Lead • Transitions • Ending • Organization • Elaboration • Craft • Spelling • Punctuation and sentence structure • Overall writing quality
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Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

<p>wait time</p> <ul style="list-style-type: none"> • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. 	<p>Dictionary for use</p> <ul style="list-style-type: none"> • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<p>services</p> <ul style="list-style-type: none"> • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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<ul style="list-style-type: none">• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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**Quinton Township School District
English Language Arts Literacy-Writing
Grade 6**

Pacing Chart/Curriculum MAP

Key: * = Amistad Commission + = LGBTQ+ ^ = Holocaust **Technology Careers Interdisciplinary Studies**

Marking Period:	3-4	Unit Title:	Unit 3: Research-Based Information Writing	Pacing:	45 Days
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Unit Summary:

“In this unit, students begin by exploring the broad topic of teen activism in order to teach their readers about a topic, using increasingly sophisticated ways to draw on and structure information to explain a position or make a call to action.”

- Heinemann

Texts:

The Kid’s Guide to SOCIAL ACTION by Barbara A. Lewis

I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Christina Lamb and Malala Yousafzai

“Malala the Powerful” from SCOPE Magazine

Connect with *The Hunger Games* and *Social Issues* Reader’s Workshop.

Objectives:

BEND 1

1. SWBAT research and gather information so as to teach others.
2. SWBAT read and analyze a wide variety of sources to develop a big picture view of a topic.

3. SWBAT analyze each new piece of information to determine how it fits into the topic as a whole.
4. SWBAT plan and use a structure for their essays to aid in writing quickly and efficiently. SWBAT refer to and cite textual evidence.

BEND 2

5. SWBAT research the subject further, considering why the subject is important.
6. SWBAT plan multiple ways and use known structures to create a working plan for a book.
7. SWBAT construct their information writing with information such as quotations, facts, anecdotes, and numbers. SWBAT connect their research with ideas and transitions.
8. SWBAT recognize traits of reliable sources to include as well as questionable sources to stay away from during research.
9. SWBAT include vivid, concrete details in their writing to help the reader(s) fully understand what the writers are trying to teach.
10. SWBAT write more complex sentences to make their writing more authoritative and academic.
11. SWBAT create useful, engaging text features to teach information to readers in a variety of ways.
12. SWBAT plan a draft of a chapter before writing.
13. SWBAT use quotes that are meaningful and that have a specific purpose in mind.
14. SWBAT publish, share, and celebrate their information books with an exhibit tour.

BEND 3

15. SWBAT begin planning and outlining what digital format they will eventually publish to a wider community.
16. SWBAT present with work within the constraints of a digital format. SWBAT determine what is the most important information to share.
17. SWBAT design their digital presentation. SWBAT publish their digital presentation on the Internet.
18. SWBAT share and celebrate their digital presentations

Essential Questions:

- How do effective writers explain, inform, and report information?
- How do effective writers hook and hold their readers?
- Is some information better than other information?
- What makes information true and relevant for writing?

Common Core State Standards/Learning Targets:

Bend 1

1. W 6.2, W 6.5, W 6.7, W 6.8, W 6.9 b, RI 6.1, RI 6.2, RI 6.3, RI 6.7, RI 6.10, SL 6.1, SL 6.2, SL 6.4, L 6.1, L 6.2, L 6.3
2. W 6.2, W 6.4, W 6.7, W 6.8, W 6.9 b, RI 6.1, RI 6.2, RI 6.3, RI 6.6, RI 6.7, RI 6.9, RI 6.10, SL 6.1, SL 6.2, L 6.1, L 6.2, L 6.3
3. 6.1, W 6.2 a, d, e, W 6.3, W 6.4, W 6.7, W 6.9 b, W 6.10, RI 6.1, RI 6.2, RI 6.5, RI 6.7, RI 6.10, SL 6.1, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.6
4. W 6.1 W 6.2, W 6.4, W 6.5, W 6.9 b, W 6.10, RI 6.1, RI 6.2, RI 6.3, RI 6.5, SL 6.1, L 6.1, L 6.2, L 6.3

Bend 2

5. W 6.2, W 6.4, W 6.7, W 6.8, W 6.9 a, W 6.10, RI 6.1, RI 6.2, RI 6.3, RI 6.7, RI 6.9, RI 6.10, SL 6.1, SL 6.3, L 6.1, L 6.2, L 6.3
6. W 6.2 a, W 6.4, W 6.5, RI 6.1, RI 6.3, RI 6.5, RI 6.7, SL 6.1, SL 6.4, L 6.1, L 6.2, L 6.3
7. W 6.2 b, c, d, W 6.5, W 6.7, W 6.8, W 6.9 b, W 6.10, RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, RI 6.7, SL 6.1, SL 6.2, SL 6.3, SL 6.4, SL 6.5, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.6
8. W 6.2, W 6.5, W 6.7, W 6.9 b, W 6.10, RI 6.1, RI 6.2, RI 6.3, RI 6.7, RI 6.10, SL 6.1, L 6.1, L 6.2, L 6.3
9. W 6.1, W 6.2 b, c, d, e, W 6.3 b, d, W 6.5, RI 6.1, RI 6.2, RI 6.7, SL 6.1, SL 6.2, SL 6.3, SL 6.5, L 6.1, L 6.2, L 6.3, L 6.6
10. W 6.2, W 6.5, RI 6.10, SL 6.1, L 6.1 c, d, L 6.2 a, L 6.3 a
11. W 6.2 a, W 6.5, W 6.9 b, RI 6.3, RI 6.7, RI 6.10, SL 6.1, SL 6.5, L 6.1, L 6.2, L 6.3, L 6.4 c
12. W 6.2 a, W 6.4, W 6.5, W 6.7, W 6.8, W 6.10, RI 6.1, RI 6.2, SL 6.1, SL 6.5, L 6.1, L 6.2, L 6.3, L 6.4 c
13. W 6.2 b, c, W 6.7, W 6.8, W 6.9 b, RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.5, SL 6.1, L 6.1, L 6.2, L 6.3
14. W 6.2, W 6.5, RI 6.2, RI 6.3, RI 6.10, SL 6.1, SL 6.3, SL 6.5, L 6.1, L 6.2, L 6.3

Bend 3

15. W 6.2, W 6.4, W 6.6, W 6.7, W 6.8, W 6.9 b, RI 6.7, RI 6.10, SL 6.1, SL 6.2, L 6.1, L 6.2, L 6.3
16. W 6.2, W 6.5, W 6.6, W 6.7, W 6.8, RI 6.1, RI 6.2, RI 6.3, RI 6.5, SL 6.1, SL 6.2, SL 6.5, L 6.1, L 6.2, L 6.3
17. W 6.2, W 6.5, W 6.6, RI 6.1, RI 6.2, RI 6.3, RI 6.10, SL 6.1, SL 6.2, SL 6.4, SL 6.5, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.6
18. W 6.2, W 6.6, RI 6.10, SL 6.1, SL 6.2, SL 6.4, SL 6.5, SL 6.6, L 6.1, L 6.2, L 6.3, L 6.6

Other Standards Covered: **8.1**

CONNECTIONS ARE EMPHASIZED IN BOLD WHERE THEY APPLY

Interdisciplinary Connections

Including 21st Century Themes and Skills

	Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Session 1 SWBAT research and gather information so as to teach others.	Lucy Calkins Bend 1: Becoming Engaged with a Topic <i>The Writing Strategies Book</i> by Jennifer Serravallo	<ul style="list-style-type: none"> · 2 video clips of teen activists: Malala Yousafzai, the Pakistani education activist CD and Alex Lin, lobbyist for e-waste legislation CD · notebook for teacher to model note-taking on video · AC: Power Learning and Note-Taking · CD Malala on the Daily Show · Starter pack text set CD · JS article on 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

		e-waste · Scope article on Malala · List of teen activists	
Session 2 SWBAT read and analyze a wide variety of sources to develop a big picture view of a topic.	Lucy Calkins Bend 1: Reading for a Wide View of a Topic <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: Questions that Writers of Profiles Ask of Their Subjects, Power Learning and Note-Taking · Starter packet Text Set CD · Computers (optional)	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 3 SWBAT analyze each new piece of information to determine how it fits into the topic as a whole.	Lucy Calkins Bend 1: Preparing to Write Informational Essays <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Teacher pre-writing · AC: Power Learning and Note-Taking and Moving from One Key Point to a Plan for a Logical Informational Essay · Student text sets	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 4 SWBAT plan and use a structure for their	Lucy Calkins Bend 1: Structure Sets You Free	· Teacher writing sample on teen	<ul style="list-style-type: none"> • Smart Board Applications

<p>essays to aid in writing quickly and efficiently. SWBAT refer to and cite textual evidence.</p>	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>activists · Grade 6 Information Writing Checklist</p>	<ul style="list-style-type: none"> ● Google Applications ● 1:1 Device
<p>Session 5 SWBAT research the subject further, considering why the subject is important.</p>	<p>Lucy Calkins Bend 2: The Trail of Research <i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Teacher pre-writing sample · Sub topic text sets CD · Plan for research groups · AC: Power Learning and Note-Taking · Computers 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 6 SWBAT plan multiple ways and use known structures to create a working plan for a book.</p>	<p>Lucy Calkins Bend 2: Envisioning Structures to Plan an Information Book <i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Teacher writing sample of table of contents · AC: Common Structures for Informational/ Nonfiction Texts and Writing Information Chapters · Example table of contents: problem/solution, chronological, and 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

		classification · Exit slips for a planned table of contents	
Session 7 SWBAT construct their information writing with information such as quotations, facts, anecdotes, and numbers. SWBAT connect their research with ideas and transitions.	Lucy Calkins Bend 2: Constructing Texts with Solid Bricks of Information <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Article “Malala the Powerful” by Kristin Lewis CD · AC: Information Writers Combine a Variety of Information, Some Recommended Transition Words, and Common Structures for Informational/ Nonfiction Texts · Teacher writing sample	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 8 SWBAT recognize traits of reliable sources to include as well as questionable sources to stay away from during research.	Lucy Calkins Bend 2: Research <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Computers · AC: Power Learning and Note-Taking	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
Session 9 SWBAT include vivid, concrete details in their writing to help the reader(s) fully understand what the writers are trying to teach.	Lucy Calkins Bend 2: Writing with Detail <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: Writing Information Texts Well · Demonstration text CD · Information	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

		checklists grades 6 & 7	
<p>Session 10 SWBAT write more complex sentences to make their writing more authoritative and academic.</p>	<p>Lucy Calkins Bend 2: Lifting the Level of Sentence Complexity</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Text set sample “Cyber Bullying: What Schools Can Do to Stop It” by Emily Richmond CD · AC: Ways Punctuation Helps Sentences Be Clear · Information Writing Checklist grade 6 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 11 SWBAT create useful, engaging text features to teach information to readers in a variety of ways.</p>	<p>Lucy Calkins Bend 2: Using Text Features to Strengthen Writing</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Text set sample “The Teen Guide to Global Action” by Barbara A. Lewis · Text samples highlighting text features: “Malala the Powerful” by Kristin Lewis CD · AC: Types of Text Features and Writing Information Texts Well · Teacher writing sample & text feature 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

		<p>to include</p> <ul style="list-style-type: none"> · Post its for Glow & Grow suggestions 	
<p>Session 12 SWBAT plan a draft of a chapter before writing.</p>	<p>Lucy Calkins Bend 2: Planning Ready-to-Go Chapters</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Notecards for pre-writing chapters · AC: Common Structures for Informational/ Nonfiction Texts, Big to Small, Strategies for Writing Compelling Introductions, One Way and Introduction Can Go, and Writing Information Texts Well 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 13 SWBAT use quotes that are meaningful and that have a specific purpose in mind.</p>	<p>Lucy Calkins Bend 2: Quoting with a Purpose in Mind</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · AC: Information Writers Use Quotations, Writing Information Texts Well, ICE, and Transitional Phrases that Lead Readers into Quotations · Teacher sample to include 1-2 quotes · Exit Slip of best 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device

		quote for their writing	
<p>Session 14 SWBAT publish, share, and celebrate their information books with an exhibit tour.</p>	<p>Lucy Calkins Bend 2: Celebrating with a Book Exhibit Tour</p>	<ul style="list-style-type: none"> · Invitations to parents and staff · Party refreshments & supplies · Student volunteers to read aloud 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 15 SWBAT begin planning and outlining what digital format they will eventually publish to a wider community.</p>	<p>Lucy Calkins Bend 3: Studying Digital Mentor Texts</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Link to exemplar website: freethechildren.com · Information Writing checklists grades 6 & 7 · Sample of a PowerPoint presentation · Sample of a Prezi · Digital Mentor Webpage and Presentation Text Sets CD · Index cards 	<ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● 1:1 Device
<p>Session 16 Present with work within the constraint</p>	<p>Lucy Calkins Bend 3: Revising to Fit Digital Formats</p>	<ul style="list-style-type: none"> · Rating slips for students to grade 	<ul style="list-style-type: none"> ● Smart Board Applications

<p>of a digital format. Determine what is the most important information to share.</p>	<p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<p>digital presentations' effectiveness</p> <ul style="list-style-type: none"> · Teacher writing sample · Post its to mark up published books · Planning pages for digital publishing 	<ul style="list-style-type: none"> • Google Applications • 1:1 Device
<p>Session 17 Design their digital presentation. Publish their digital presentation on the Internet.</p>	<p>Lucy Calkins Bend 3: Pouring into Digital Forms...and Publishing</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p>	<ul style="list-style-type: none"> · Computers · Information Writing checklists grade 6 · Weebly website builder · Weebly for Education 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device
<p>Session 18 Share and celebrate their digital presentations</p>	<p>Lucy Calkins Bend 3: Celebration</p>	<ul style="list-style-type: none"> · Invitations to parents and staff · Party refreshments and supplies · Computers 	<ul style="list-style-type: none"> • Smart Board Applications • Google Applications • 1:1 Device

<p>Formative Assessment Plan</p>	<p>Summative Assessment Plan</p>
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Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.

Suggested activities to assess student progress:

Formative Assessments (Informal)

- Daily observation of students' participation and products during the active participation segment of each minilesson.
- Students' questions, comments, suggestions to teacher
- Student self assessments and goals
- Comments, corrections, and records from peer conferences between students

Formative Assessments (Formal)

- Pre-assessment
- Teacher-student conferences

Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.

Final Assessment/Benchmark/Project:

- Student Teen Activism E-Books/Digital Presentations
 - Students take their Informational Text writing and publish it in a digital format of their choice.
- Student Persuasive Essay Flashdraft

Suggested skills to be assessed:

Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:

- Lead
- Transitions
- Ending
- Organization
- Elaboration
- Craft
- Spelling
- Punctuation and sentence structure
- Overall writing quality

Differentiation

Special Education

ELL

At Risk

Gifted and Talented

<ul style="list-style-type: none"> • RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. 	<ul style="list-style-type: none"> • RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine 	<ul style="list-style-type: none"> • RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine. 	<ul style="list-style-type: none"> • Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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<ul style="list-style-type: none">• Provide individualized assistance as necessary.• Allow for group work (strategically selected) and collaboration as necessary.• Utilize homework recorder within SIS.• Allow for copies of notes to be shared out.• Utilize assistive technology as appropriate.• Provide meaningful feedback and utilize teachable moments.• Utilize graphic organizers• Introduce/review study skills• Provide reading material at or slightly above students' reading levels.• Utilize manipulatives as necessary.• Establish a consistent and daily routine			
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