

Quinton Township School District
English Language Arts Literacy-Writing
Grade 6
[Pacing Guide](#)

Unit:	1	Unit Title:	Finding Inspiration for Writing: 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.

The language standards that address conventions of standard English are taught concurrently with all writing units. The mechanics, usage, and grammar units can be found at the end of this document.

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?

New Jersey Student Learning Standards/Learning Targets:

Pre-assessment

- W.NW.6.3d, W.WP.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3

Bend 1

1. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, RL.PP.6.5, SL.PE.6.1, L.SS.6.1, L.VL.6.3
2. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, SL.UM.6.5, SL.AS.6.6, L.SS.6.1, L.VL.6.3
3. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.IT.6.3, RL.PP.6.5, SL.PE.6.1, SL.AS.6.6, L.KL.6.2, L.VL.6.3
4. W.NW.6.3.a,b,c,d,e, W.WP.6.4, W.RW.6.7, RL.CI.6.2, RL.IT.6.3, RL.PP.6.5, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
5. W.NW.6.3.a,b,c,d,e, W.WP.6.4, W.SE.6.6, RL.CR.6.1 RL.CI.6.2, L.VI.6.4, RL.TS.6.4, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
6. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CR.6.1, RL.TS.6.4, SL.PE.6.1, SL.PI.6.4 L.SS.6.1

Bend 2

7. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CR.6.1, RL.TS.6.4, SL.PE.6.1, SL.PI.6.4 L.SS.6.1, L.VL.6.3
8. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, SL.PI.6.4, L.SS.6.1, L.VL.6.3
9. W.NW.6.3 a, b, c, d, e, W.WP.6.4, W.RW.6.7, RL.CI.6.2, L.VI.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3
10. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CI.6.2, RL.TS.6.4, SL.PE.6.1, SL.PI.6.4, SL.AS.6.6, L.SS.6.1, L.VL.6.3, L.VI.6.4
11. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CI.6.2, L.VI.6.4, RL.TS.6.4, RL.PP.6.5, SL.PE.6.1, SL.AS.6.6, L.SS.6.1,
12. W.NW.6.3, W.WP.6.4, RL.IT.6.3, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3

Bend 3

13. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, RL.PP.6.5, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
14. W.NW.6.3, W.WP.6.4, W.RW.6.7, RL.CR.6.1 RL.IT.6.3, RL.TS.6.4, SL.II.6.2, SL.PI.6.4, L.SS.6.1, L.VL.6.3
15. W.NW.6.3 a, b, c, d, e, W.WP.6.4, RL.CI.6.2, RL.TS.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3
16. W.NW.6.3, W.WP.6.4, RL.IT.6.3, L.VI.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3

17. W.NW.6.3, RL.PP.6.5, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
Interdisciplinary Connections: 6.3.8.CivicsPD.3, 2.1.5.SSH.1
Career Education: 9.4.8.CT.2, MS-ETS1-4, 6.1.8.CivicsDP.1
Computer Science and Design Thinking: 9.4.8.DC.4, 9.4.8.IML.12
Career Education: 9.2.8.CAP.9

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	• Word doc of Teacher's writing territories • Writer's Notebooks	• Smart Board Applications • Google Applications • 1:1 Device
Pre-assessment: List small moments of a person to prepare for writing a personal narrative. Plan, flash draft, proofread, and revise a "small moment" personal narrative in one session.	Teacher's writing notebook	• Small Moments Slide • Writer's Notebooks	• Smart Board Applications • Google Applications • 1:1 Device
Session 1: Use published text(s) as inspiration for	Lucy Calkins Bend 1: Setting up to Write	• Anchor Chart: How to Write	• Smart Board Applications

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writing. Identify what strategies published authors used in writing and try to use those strategies independently.	<i>The Writing Strategies Book</i> by Jennifer Serravallo	Powerful Personal Narratives • Student (or Teacher) Sample Personal Narrative • Writer's Notebooks	• Google Applications • 1:1 Device
Session 2: Map out a setting for a personal narrative and write a list of small moments that come from that place.	Lucy Calkins Bend 1: Calling on All Strategies to Write Up a Storm <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Anchor chart: Generating Personal Narrative Topics	• Smart Board Applications • Google Applications • 1:1 Device
Session 3: Make a list of memories when something was realized/learned about self, others, life, etc.	Lucy Calkins Bend 1: Writing From Memories that Really Matter <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Anchor chart: Generating Personal Narrative Topics	• Smart Board Applications • Google Applications • 1:1 Device
Session 4: SWBAT reimagine the episode as they write by including details.	Lucy Calkins Bend 1: Telling the Story from the Narrator's Point of View <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Teacher writing sample • Anchor chart: How to Write Powerful Personal Narratives	• Smart Board Applications • Google Applications • 1:1 Device

Session 5: SWBAT imitate the personal narrative writing that inspires them to use in their own writing.	Lucy Calkins Bend 1: Reading Closely to Learn from Others <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Anchor chart: Lessons from Mentor Narratives	● Smart Board Applications ● Google Applications ● 1:1 Device
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.	Lucy Calkins Bend 1: Taking Stock <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 7: SWBAT generate multiple leads as a way to rehearse a story.	Lucy Calkins Bend 2: Rehearsing <i>The Writing Strategies Book</i> by	· Anchor Charts: Techniques for Writing	● Smart Board Applications ● Google

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	Jennifer Serravallo	Memorable Leads · AC: How to Write Powerful Personal Narratives	Applications ● 1:1 Device
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	● 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	· Copy of "Everything Will Be Okay" · Teacher sample story · AC: How to Write Powerful Personal Narratives	● 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	· Teacher sample story · Story mountain for teacher's story · Post its · AC: How to	● Smart Board Applications ● Google Applications ● 1:1 Device

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		Write Powerful Personal Narratives	
Session 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.	Lucy Calkins Bend 2: Elaborating on Important Scenes and Adding New Ones from the Past <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Teacher sample story · AC: How to Write Powerful Personal Narratives · 6th grade Narrative Writing Rubric (paragraphs) · copy of "Everything Will Be Okay"	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 12: SWBAT use a checklist to guide their revising	Lucy Calkins Bend 2: Using All Available Resources to Aid with Final Touches <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 6th grade Narrative Writing Rubric · AC: Questions to Ask Yourself as You Edit	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 13: SWBAT use what skills they have learned in the unit to begin drafting a second personal narrative.	Lucy Calkins Bend 3: Taking Charge of the Writing Process <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Copy of "Everything Will Be Okay" · Grade 6 Narrative	● Smart Board Applications ● Google Applications ● 1:1 Device

		Writing Checklist · Published personal narratives · AC: How to Write Powerful Personal Narratives	
Session 14: SWBAT build tension while drafting the problem in their story.	Lucy Calkins Bend 3: Slowing Down and Stretching Out the Story's Problem <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Copy of "Everything Will Be Okay" · Grade 6 Narrative Writing Checklist · 6 th grade writing samples · piece of rope · index cards · clip from <i>The Hunger Games</i>	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 15: SWBAT create resolutions that connect to the big meaning of their story.	Lucy Calkins Bend 3: Ending Stories in Meaningful Ways <i>The Writing Strategies Book</i> by Jennifer Serravallo	· the ending from <i>The House on Mango Street</i> by Sandra Cisneros	● Smart Board Applications ● Google Applications ● 1:1 Device

		· teacher sample story · AC: How to Write Powerful Personal Narratives	
Session 16: SWBAT revise their sentences to reflect the mood in their story through sentence length and rhythm.	Lucy Calkins Bend 3: Editing Sentences for Rhythm and Meaning <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Teacher sample story · <i>Night in the Country</i> by Cynthia Rylant excerpt (pg 144)	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 17: SWBAT publish, share, and celebrate their writing with peers and parents.	Lucy Calkins Bend 3: Publishing and Celebrating as a Community of Writers	· Student volunteers to verbally share · Invitations for parents and staff · Party refreshments · Notecards	● Smart Board Applications ● Google Applications ● 1:1 Device

Assessments	
Formative Assessments (Informal) ● Daily observation of students' participation and products during the active participation segment of each minilesson.	Summative Assessments ● Published Personal Narratives ● On-demand Personal Narrative drafted with minimal teacher assistance

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- Students' questions, comments, suggestions to teacher - Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) - Pre-assessment - Teacher-student conferences	- 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
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- 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	- 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	- 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	- 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.

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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. • 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.	• 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	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.	• 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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• Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Writing
Grade 6**

Unit:	2	Unit Title:	Analyzing and Writing About Reading via 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?

New Jersey Student Learning Standards/Learning Targets:**Bend 1**

1. W.AW.6.1, W.WP.6.4, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, RL.TS.6.4, SL.PE.6.1, SL.II.6.2, SL.AS.6.6, L.SS.6.1, L.VL.6.3
2. W.AW.6.1, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
3. W.AW.6.1, W.IW.6.2, W.NW.6.3.b, W.RW.6.7, RL.CR.6.1 RL.IT.6.3, SL.PE.6.1, L.SS.6.1, L.VL.6.3, L.VI.6.4
4. W.AW.6.1, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, L.VI.6.4, SL.PE.6.1, SL.PI.6.4, SL.AS.6.6, L.SS.6.1, L.VL.6.3
5. W.AW.6.1, W.SE.6.6, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, L.VI.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3
6. W.AW.6.1, W.WP.6.4, W.SE.6.6, W.RW.6.7, RL.CR.6.1, RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, SL.II.6.2, SL.ES.6.3, L.SS.6.1, L.VL.6.3
7. W.AW.6.1, W.WP.6.4, W.WR.6.5, RL.CR.6.1 RL.CI.6.2, SL.PE.6.1, SL.ES.6.3, L.SS.6.1, L.VL.6.3

Bend 2

8. W.AW.6.1, W.WP.6.4, W.RW.6.7, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, SL.PI.6.4, SL.AS.6.6, L.SS.6.1, L.VL.6.3
9. W.AW.6.1, W.WP.6.4, W.RW.6.7, RL.CR.6.1 RL.CI.6.2, RL.IT.6.3, SL.PE.6.1, L.SS.6.1, L.VL.6.3
10. W.AW.6.1, W.WP.6.4, RL.CR.6.1 RL.CI.6.2, SL.PE.6.1, L.SS.6.1, L.VL.6.3
11. W.AW.6.1, W.WP.6.4, W.SE.6.6, RL.CR.6.1 RL.CI.6.2, RL.TS.6.4, SL.PE.6.1, SL.ES.6.3, SL.PI.6.4, L.SS.6.1, L.VL.6.3
12. W.AW.6.1, W.WP.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3

Bend 3

13. W.IW.6.2, W.WP.6.4, W.SE.6.6, W.RW.6.7, RL.CR.6.1 RL.IT.6.3, SL.PE.6.1, SL.II.6.2, SL.PI.6.4, L.SS.6.1, L.VL.6.3
14. W.IW.6.2, W.WP.6.4, W.SE.6.6, RL.CR.6.1 RL.CI.6.2, SL.PE.6.1, L.SS.6.1, L.VL.6.3, L.VI.6.4
15. W.IW.6.2, W.WP.6.4, W.SE.6.6, RL.CI.6.2, SL.PE.6.1, L.SS.6.1, L.VL.6.3
16. W.IW.6.2, W.WP.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3
17. W.IW.6.2, W.WP.6.4, W.RW.6.7, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3

Interdisciplinary Connections: 2.1.5.SSH.1, 2.1.5.SSH.3

Career Education: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.3, 9.4.8.TL.4

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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 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.	Lucy Calkins Bend 1: Growing Big Ideas from Details about Characters <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: How to Write a Literary Essay about a Character · AC: Thought Prompts that Help an Essayist Think and Write, · "Raymond's Run" student sample CD	● Smart Board Applications ● Google Applications ● 1:1 Device

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Session 3: SWBAT reflect on and write about what motivates characters and what characters really want to use a base for the literary essay.	Lucy Calkins Bend 1: Writing to Discover What a Character Really Wants <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 4: SWBAT craft a claim to be used as a base for a thesis statement.	Lucy Calkins Bend 1: Crafting Claims <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: How to Write a Literary Essay about a Character · class flash draft essay	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 5: SWBAT research the most compelling evidence to use in writing literary essays.	Lucy Calkins Bend 1: Conveying Evidence <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: Evidence Sentence Starters, · AC: How to Write a Literary Essay about a Character	● Smart Board Applications ● Google 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	· Student/Teacher sample essay, · AC: Things to Look for When Annotating a Mentor	● Smart Board Applications ● Google Applications ● 1:1 Device

	Jennifer Serravallo	Essay · Argument Writing Checklists	
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	· AC: Ways to Analyze Evidence and Thought · Prompts for Counterarguments	● Smart Board Applications ● Google Applications ● 1:1 Device
SWBAT publish their character based literary essay.		· Anchor charts from unit	● 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	· Copy of "Raymond's Run" · Literary essays from bend 1 · AC: How to Write a Theme-Based Literary Essay · Chart paper with table labeled "motivations, problems, and lessons learned" by Squeaky · Student mentor	● Smart Board Applications ● Google Applications ● 1:1 Device

		texts (Yuko on Raymond's Run and class essay on The Three Little Pigs · Thesis and mini thesis organizer outline	
Session 9: SWBAT draft a theme based literary essay using evidence collected from the text(s).	Lucy Calkins Bend 2: Drafting Using All that You Know <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Argument Writing Checklist · Thesis and mini thesis outline · Evidence notes	● Smart Board Applications ● Google Applications ● 1:1 Device
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.	Lucy Calkins Bend 2: First Impressions and Closing Remarks <i>The Writing Strategies Book</i> by Jennifer Serravallo	· AC: Revision Strategies, Alternative Ways to Conclude an Essay · Teacher sample of lead (using academic language) · "Conclusions 3 Ways" excerpt pg 101	● Smart Board Applications ● Google Applications ● 1:1 Device
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	Lucy Calkins Bend 2: Quoting Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo	· ICE anchor chart · 2 quotes from "Raymond's Run" · texts that students are using in essays	● Smart Board Applications ● Google Applications ● 1:1 Device

		· copy of “Raymond’s Run” · student/teacher examples (one with quotes and one without) · Punctuating Quotes chart pg 114	
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.	Lucy Calkins Bend 2: Editing Inquiry Centers	· Punctuating Quotes chart pg 114 · 2 paragraphs: 1 with flawless conventions, 1 with obvious and many mistakes · mentor text(s)	● Smart Board Applications ● Google Applications ● 1:1 Device
SWBAT publish their theme based literary essay.		Anchor charts from unit	
Bend 3 Session 13: SWBAT notice similarities and differences between their subjects. SWBAT note the significance of their descriptions. SWBAT categorize their observations into patterns or ideas.	Lucy Calkins Bend 3: Building the Muscles to Compare and Contrast <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 2 different shirts or beverages (lemonade and juice) · various objects to compare/contrast · student sample of comparing Central Park and Grand Central Station CD	● Smart Board Applications ● Google Applications ● 1:1 Device

		· Exit Slips · AC: Tips for Comparing and Contrasting	
Session 14: SWBAT write a compare and contrast essay draft by thinking across texts about similarities and differences among themes.	Lucy Calkins Bend 3: Comparing and Contrasting Themes across Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
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.	Lucy Calkins Bend 3: Applying What You Have Learned in the Past to Today’s Revision Work <i>The Writing Strategies Book</i> by Jennifer Serravallo	· ACs from unit · Student or teacher sample essay · Argument Writing Checklists · Copy of “Raymond’s Run”	● Smart Board Applications ● Google Applications ● 1:1 Device
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	● 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	· All 3 published literary essays · Party refreshments · Character party costumes · Invitations for parents and staff	● Smart Board Applications ● Google Applications ● 1:1 Device
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Assessments	
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 Assessments ● Writing Portfolio ○ 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. ● 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
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● 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.	● 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	● 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.	● 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

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• 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 daily routine.	routine		institutions, nature and culture. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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Quinton Township School District
English Language Arts Literacy-Writing
Grade 6

Unit:	3	Unit Title:	Writing to Inform: Research-Based Writing	Pacing:	40 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

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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?

New Jersey Student Learning Standards/Learning Targets:

Bend 1

1. W.IW.6.2, W.WP.6.4, W.WR.6.5, W.SE.6.6, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.MF.6.7, SL.PE.6.1, SL.II.6.2, SL.PI.6.4, L.SS.6.1, L.VL.6.3
2. W.IW.6.2, W.WP.6.4, W.WR.6.5, W.SE.6.6, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.PP.6.5, RI.MF.6.7, SL.PE.6.1, SL.II.6.2, L.SS.6.1, L.VL.6.3
3. W.AW.6.1, W 6.2 a, d, e, W.NW.6.3, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, RI.TS.6.4, RI.MF.6.7, SL.PE.6.1, SL.AS.6.6, L.SS.6.1, L.VL.6.3
4. W.AW.6.1, W.IW.6.2, W.WP.6.4, W.SE.6.6, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.TS.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3

Bend 2

5. W.IW.6.2, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.MF.6.7, SL.PE.6.1, SL.ES.6.3, L.SS.6.1, L.VL.6.3
6. W.IW.6.2 a, W.WP.6.4, RI.CR.6.1, RI.IT.6.3, RI.TS.6.4, RI.MF.6.7, SL.PE.6.1, SL.PI.6.4, L.SS.6.1, L.VL.6.3
7. W.IW.6.2 b, c, d, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI 6.4, RI.TS.6.4, RI.MF.6.7, SL.PE.6.1, SL.II.6.2, SL.ES.6.3, SL.PI.6.4, SL.UM.6.5, SL.AS.6.6, L.SS.6.1, L.VL.6.3
8. W.IW.6.2, W.WP.6.4, W.WR.6.5, W.SE.6.6, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.MF.6.7, SL.PE.6.1, L.SS.6.1, L.VL.6.3
9. W.AW.6.1, W 6.2 b, c, d, e, W.NW.6.3 b, d, W.WP.6.4, RI.CR.6.1, RI.CI.6.2, RI.MF.6.7, SL.PE.6.1, SL.II.6.2, SL.ES.6.3, SL.UM.6.5, L.SS.6.1, L.VL.6.3
10. W.IW.6.2, W.WP.6.4, SL.PE.6.1, L.SS.6.1 c, d, L.KL.6.2 a, L.VL.6.3
11. W.IW.6.2 a, W.WP.6.4, W.SE.6.6, RI.IT.6.3, RI.MF.6.7, SL.PE.6.1, SL.UM.6.5, L.SS.6.1, L.VL.6.3
12. W.IW.6.2 a, W.WP.6.4, W.WR.6.5, W.RW.6.7, RI.CR.6.1, RI.CI.6.2, SL.PE.6.1, SL.UM.6.5, L.SS.6.1, L.VL.6.3
13. W.IW.6.2 b, c, W.WR.6.5, W.SE.6.6, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.TS.6.4, SL.PE.6.1, L.SS.6.1, L.VL.6.3
14. W.IW.6.2, W.WP.6.4, RI.CI.6.2, RI.IT.6.3, SL.PE.6.1, SL.ES.6.3, SL.UM.6.5, L.SS.6.1, L.VL.6.3

Bend 3

15. W.IW.6.2, W.WP.6.4, W.WR.6.5, W.SE.6.6, RI.MF.6.7, SL.PE.6.1, SL.II.6.2, L.SS.6.1, L.VL.6.3
16. W.IW.6.2, W.WP.6.4, W.WR.6.5, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, RI.TS.6.4, SL.PE.6.1, SL.II.6.2, SL.UM.6.5, L.SS.6.1, L.VL.6.3
17. W.IW.6.2, W.WP.6.4, RI.CR.6.1, RI.CI.6.2, RI.IT.6.3, SL.PE.6.1, SL.II.6.2, SL.PI.6.4, SL.UM.6.5, SL.AS.6.6, L.SS.6.1, L.VL.6.3

18. W.IW.6.2, SL.PE.6.1, SL.II.6.2, SL.PI.6.4, SL.UM.6.5, SL.AS.6.6, L.SS.6.1, L.VL.6.3
Interdisciplinary Connections: 6.3.8.CivicsPI.4, 6.3.8.CivicsPD.3, 6.3.8.CivicsDP.1
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CI.3, 9.4.8.CT.2, 9.4.8.GCA.1
Computer Science and Design Thinking: 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.IML.3
Career Education: 9.2.8.CAP.10, 9.2.8.CAP.12

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	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	- Smart Board Applications - Google Applications 1:1 Device

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		set CD · JS article on 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)	● 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 4	Lucy Calkins Bend 1: Structure Sets	· Teacher writing	● Smart Board

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SWBAT plan and use a structure for their essays to aid in writing quickly and efficiently. SWBAT refer to and cite textual evidence.	You Free <i>The Writing Strategies Book</i> by Jennifer Serravallo	sample on teen activists · Grade 6 Information Writing Checklist	Applications ● Google Applications ● 1:1 Device
Session 5 SWBAT research the subject further, considering why the subject is important.	Lucy Calkins Bend 2: The Trail of Research <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Teacher pre-writing sample · Sub topic text sets CD · Plan for research groups · AC: Power Learning and Note-Taking · Computers	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 6 SWBAT plan multiple ways and use known structures to create a working plan for a book.	Lucy Calkins Bend 2: Envisioning Structures to Plan an Information Book <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● 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	● 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	● 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	Lucy Calkins Bend 2: Writing with Detail <i>The Writing Strategies Book</i> by	· AC: Writing Information Texts Well · Demonstration text CD	● Smart Board Applications ● Google Applications

writers are trying to teach.	Jennifer Serravallo	· Information checklists grades 6 & 7	● 1:1 Device
Session 10 SWBAT write more complex sentences to make their writing more authoritative and academic.	Lucy Calkins Bend 2: Lifting the Level of Sentence Complexity <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 11 SWBAT create useful, engaging text features to teach information to readers in a variety of ways.	Lucy Calkins Bend 2: Using Text Features to Strengthen Writing <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device

		sample & text feature to include · Post its for Glow & Grow suggestions	
Session 12 SWBAT plan a draft of a chapter before writing.	Lucy Calkins Bend 2: Planning Ready-to-Go Chapters <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 13 SWBAT use quotes that are meaningful and that have a specific purpose in mind.	Lucy Calkins Bend 2: Quoting with a Purpose in Mind <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device

		· Exit Slip of best quote for their writing	
Session 14 SWBAT publish, share, and celebrate their information books with an exhibit tour.	Lucy Calkins Bend 2: Celebrating with a Book Exhibit Tour	· Invitations to parents and staff · Party refreshments & supplies · Student volunteers to read aloud	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 15 SWBAT begin planning and outlining what digital format they will eventually publish to a wider community.	Lucy Calkins Bend 3: Studying Digital Mentor Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo	· 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	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 16	Lucy Calkins Bend 3: Revising to Fit	· Rating slips for	● Smart Board

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Present with work within the constraint of a digital format. Determine what is the most important information to share.	Digital Formats <i>The Writing Strategies Book</i> by Jennifer Serravallo	students to grade digital presentations' effectiveness · Teacher writing sample · Post its to mark up published books · Planning pages for digital publishing	Applications ● Google Applications ● 1:1 Device
Session 17 Design their digital presentation. Publish their digital presentation on the Internet.	Lucy Calkins Bend 3: Pouring into Digital Forms...and Publishing <i>The Writing Strategies Book</i> by Jennifer Serravallo	· Computers · Information Writing checklists grade 6 · Weebly website builder · Weebly for Education	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 18 Share and celebrate their digital presentations	Lucy Calkins Bend 3: Celebration	· Invitations to parents and staff · Party refreshments and supplies · Computers	● Smart Board Applications ● Google Applications ● 1:1 Device

Assessments	
Formative Assessments (Informal)	Summative Assessments

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• 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	• 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 • 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
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.

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• 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. • 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.	• 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	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.	• 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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• 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 daily routine.			
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Quinton Township School District
English Language Arts Literacy-Language
Grade 6

Units:	1-4	Unit Title:	Grammar: Parts of Speech Review	Pacing:	20 days
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Unit Summary: Students will review the Eight Parts of Speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and interjections. We will accomplish review through morning warm ups which will integrate with instruction in the Writer's Workshop portion of class.

Week 1: Nouns

Week 2: Pronouns

Week 3: Verbs

Week 4: Adjectives

Week 5: Adverbs

Week 6: Conjunctions

Week 7: Prepositions

Week 8: Review & Summative Assessment

Objectives:

SWBAT define, identify, and apply the parts of speech.

Essential Questions:

Why should we learn the parts of speech?

Why is it important to know what the parts of a sentence are?

As a writer, and as a reader, why is verb tense important?

Why are modifiers important?
 How can we use specific vocabulary words in our daily conversation?
 How does the understanding of vocab words increase our comprehension?

New Jersey Student Learning Standards/Learning Targets:
 L.SS.6.1.A; L.SS.6.1.B; L.SS.6.1.C; L.SS.6.1.D; L.SS.6.1.E; L.SS.6.1.F
 L.KL.6.2; L.KL.6.2.A; L.KL.6.2.B
 L.VL.6.3; L.VL.6.3.A; L.VL.6.3.B; L.VL.6.3.C; L.VL.6.3.D; L.VL.6.3.E
 L.VI.6.4; L.VI.6.4.A; L.VI.6.4.B; L.VI.6.4.C; L.VI.6.4.D

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Nouns	Pearson Reality Central: Real World Writing Journal (189-215)	- Grammar Worksheets [p 190-2] - IXL Exercises: 6th Grade B.1 - 8	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week 2: Pronouns	Pearson Reality Central: Real World Writing Journal (189-215)	- Grammar Worksheets [p 193-7] - IXL Exercises: 6th Grade C.1 - 15	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week 3: Verbs	Pearson Reality Central: Real World	Grammar	Smart Board

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	Writing Journal (189-215)	Worksheets [p 198-207] ● IXL Exercises: 6th Grade D.1 - 15	Applications ● Google Applications ● 1:1 Device ● IXL
Week 4: Adjectives	Pearson Reality Central: Real World Writing Journal (189-215)	● Grammar Worksheets [p 208-10] ● IXL Exercises: 6th Grade E.1, 2, 7, 8	● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 5: Adverbs	Pearson Reality Central: Real World Writing Journal (189-215)	● Grammar Worksheets [p 211-2] ● IXL Exercises: 6th Grade E.3, 4, 9, 10, 11 * E. 5, 6	● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 6: Conjunctions	Pearson Reality Central: Real World Writing Journal (189-215)	● Grammar Worksheets [p 214-5] ● IXL Exercises: 6th Grade G.1 - 5	● Smart Board Applications ● Google Applications ● 1:1 Device ● IXL
Week 7: Prepositions	Pearson Reality Central: Real World Writing Journal (189-215)	● Grammar Worksheets	● Smart Board Applications

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		[p 213] IXL Exercises: 6th Grade E.1 - 4	- Google Applications 1:1 Device - IXL
Week 8: Review & Summative Assessment	Pearson Reality Central: Real World Writing Journal (189-215)	Grammar Ninja Review Game - Parts of Speech Quiz	- Smart Board Applications - Google Applications 1:1 Device - IXL

Assessments	
Formative Assessments - Monitor student participation during warm ups and check for accurate completion of grammar worksheets. - Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	Summative Assessments For a quiz grade, students will define the eight parts of speech and identify each part of speech in sentences.
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• 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.	• 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	• 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.	• 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. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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• 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 daily routine.			
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Quinton Township School District
English Language Arts Literacy-Language
Grade 6

Units:	1-4	Unit Title:	Sentence Types & Parts of a Sentence	Pacing:	15 Days
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Unit Summary:

In this unit, students will learn about the parts that make a complete sentence. Students will begin by identifying the different kinds of sentences: declarative, interrogative, exclamatory, and imperative. They will then dissect sentences to find subjects and predicates, direct and indirect objects, and clauses. Once students understand how to identify the different parts of a sentence, they will learn to discover errors in run-on sentences and sentence fragments.

Toward the end of the unit, students will review and practice everything they have learned each week, creating their own sentences based on a model. During the last week of the unit, students will participate in the Ultimate Sentence Type Challenge. Students will challenge themselves to take everything that they have learned and apply it to their own writing in a fun and engaging way. This challenge will also serve as the summative assessment for the unit.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

Objectives:

SWBAT identify declarative, interrogative, exclamatory, and imperative sentences.

SWBAT identify subjects, predicates, direct objects, indirect objects, and clauses within sentences.

SWBAT identify and correct errors in run-on sentences and sentence fragments.

SWBAT create their own sentences, varying sentence structure to enhance the style and tone of their writing.

Essential Questions:

Why is it important to know what the parts of a sentence are?
 How can the knowledge of different sentence types and the parts of a sentence make us better writers?
 Why should we vary sentence structure in our writing?

New Jersey Student Learning Standards/Learning Targets:
 L.SS.6.1.A; L.SS.6.1.B; L.SS.6.1.C; L.SS.6.1.D; L.SS.6.1.E; L.SS.6.1.F
 L.KL.6.2; L.KL.6.2.A; L.KL.6.2.B

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Complete Sentences and Sentence Types	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 216] - IXL Exercises: 6th Grade A.1	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week Two: Subjects and Predicates	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 216] - IXL Exercises: 6th Grade A.2 - A.4	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week Three: Direct and Indirect Objects	Pearson Reality Central: Real World Writing Journal (216-218)	Grammar Worksheets [p 216]	- Smart Board Applications - Google

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		IXL Exercises: 6th Grade A.5	Applications 1:1 Device - IXL
Week Four: Clauses	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 216] - IXL Exercises: 6th Grade A.9	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week Five-Six: Run-ons and Fragments	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 217-218] - IXL Exercises: 6th Grade A.6 - A.8	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week Seven: Practice Identifying Parts of a Sentence and Creating Our Own Sentences (based on a model)	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 216-218] - IXL Exercises: 6th Grade A.11	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week Eight: The Ultimate Sentence-Type Writing Challenge	Pearson Reality Central: Real World Writing Journal (216-218)	- Grammar Worksheets [p 216-218] - IXL Exercises: 6th Grade	- Smart Board Applications - Google Applications 1:1 Device

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		• Paper • Spinners with sentence types	• IXL
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Assessments	
Formative Assessments • Monitor student participation during warm ups and check for accurate completion of grammar worksheets. • Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	Summative Assessments • The Ultimate Sentence Type Challenge ○ During the last week of the unit, students will participate in the Ultimate Sentence Type Challenge. During the 10-minute warm-up period each day, students will write a continuous short using various sentence types. We will randomly select three sentence types (a combination of declarative, imperative, exclamatory, interrogative AND simple, compound, complex). Students must create three sentences that use these different types and label them in their writing.
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

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• 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. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder	• 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	• 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.	• 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. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).
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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 daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 6**

Units:	1-4	Unit Title:	Capitalization, Punctuation, Formatting, and Spelling	Pacing:	15 Days
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Unit Summary:

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will learn why certain rules are in place and what can happen when those rules are broken. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. As a summative assessment, students will achieve at least an 80 on specified IXL skills by the end of the unit. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

*After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students' writing will be addressed through one-on-one conferences and small group instruction if needed.

Objectives:

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.
SWBAT include appositives in their writing by using commas or dashes.

Essential Questions:

Why is correct spelling important?
How can incorrect spelling affect your reader?
Why is proper punctuation important?

How can punctuation completely change the intended meaning of a sentence?

New Jersey Student Learning Standards/Learning Targets:

L.SS.6.1.A; L.SS.6.1.B; L.SS.6.1.C; L.SS.6.1.D; L.SS.6.1.E; L.SS.6.1.F
 L.KL.6.2; L.KL.6.2.A; L.KL.6.2.B
 L.VL.6.3; L.VL.6.3.A; L.VL.6.3.B; L.VL.6.3.C; L.VL.6.3.D; L.VL.6.3.E
 L.VI.6.4; L.VI.6.4.A; L.VI.6.4.B; L.VI.6.4.C; L.VI.6.4.D

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Commas	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.1,2,3,4	• Smart Board Applications • Google Applications • IXL
Week Two: When to Use Commas and Dashes; Restrictive versus Nonrestrictive Elements	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.7, 8	• Smart Board Applications • Google Applications • IXL
Week Three: Capitalization	Pearson Reality Central: Real World Writing Journal (219) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.9,10,11	• Smart Board Applications • Google Applications • IXL

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Week Four: Formatting Quotations and Dialogue, a Review from Writer's Workshop	Writer's Workshop Units of Study IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.14	• Smart Board Applications • Google Applications • IXL
Week Five: Punctuation Review	Pearson Reality Central: Real World Writing Journal (220) IXL & Grammar Bytes	M.U.G. Shots IXL: I Skills I.5, 12	• Smart Board Applications • Google Applications • IXL
Week Six: Frequently Confused Words	Pearson Reality Central: Real World Writing Journal (224-226) IXL & Grammar Bytes	M.U.G. Shots IXL: O.1	• Smart Board Applications • Google Applications • IXL
Week Seven: Frequently Confused Words Continued	Pearson Reality Central: Real World Writing Journal (224-226) IXL & Grammar Bytes	M.U.G. Shots IXL: O.2	• Smart Board Applications • Google Applications • IXL
Week Eight: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: O.3	• Smart Board Applications • Google Applications • IXL

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Week Nine: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: O.4	• Smart Board Applications • Google Applications • IXL
Week Ten: Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	M.U.G. Shots IXL: All O Skills	• Smart Board Applications • Google Applications • IXL

Assessments	
Formative Assessments • Monitor student participation during warm ups and check for accurate completion of grammar worksheets. • Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	Summative Assessments • Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: I.5, I.9, I.14, O.1, O.2
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments • <u>Optional GT Project</u>: At the end of the unit, students can create posters illustrating the ways that they remember the

correct spelling of frequently confused words. They can present these to the class and hang them up.

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• 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	• 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	• 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.	• 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. • Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade).

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 daily routine.			
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