



Pemberton Township Schools

Curriculum Guide

Subject: Writing

Course: Write 180

Grade Level(s): 6

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Course Description:

Write 180 is a cycle course designed for students enrolled in Read 180 for their ELA class. Students will explore informative, argumentative, and narrative writing. The instructional sessions will include both small group and whole group lessons as well as individual conferencing. Students will collaborate with the teacher to devise rubrics that meet their individual needs and skill levels.

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Board of Education Approval: APPROVED OCT 28 2021

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Unit Title: Grade 6- Write 180

Stage 1: Desired Results

Standards & Indicators:

Text Types and Purposes

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) and organize the reasons and evidence clearly.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from the information or explanation presented.

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

- A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Research to Build and Present Knowledge

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

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

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

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

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Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

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

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

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

Conventions of Standard English

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

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.12 9.4.8.IML.13	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Central Idea/Enduring Understanding:

- Informational Text
- Personal Narrative
- Argumentative
- Conventions and Grammar

Essential/Guiding Question:

- What are the elements necessary in an informational text?
- How do you compose a personal narrative?
- How do I compose an argumentative text while presenting clear evidence?
- Why is grammar essential in the writing process?

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<p><u>Content:</u></p> <p>Conventions:</p> <ul style="list-style-type: none">• Identify sentences and fragments• Use capital letters• Correcting run-ons• Using correct word order <p>Writing</p> <ul style="list-style-type: none">• Informational Text• Narrative Text• Argumentative Text	<p><u>Skills(Objectives):</u></p> <p>Respond to an informational writing prompt to:</p> <ul style="list-style-type: none">• Pre-write, plan, and produce an informational paragraph.• Use appropriate transition words within a response• Use precise verbs to improve vocabulary choice within a piece of writing.• Revise a piece of writing using a rubric• Identify and correct sentence fragments within a piece of writing• Use end punctuation in a piece of writing.• Use technology to produce and publish a piece of writing. <p>Respond to a narrative writing prompt to:</p> <ul style="list-style-type: none">• Pre-write, plan, and produce a narrative paragraph.• Use appropriate transition words within a response• Use sensory details to improve vocabulary choice within a piece of writing.• Revise a piece of writing using a rubric• Identify and correct sentence fragments and capital letters within a piece of writing• Use capital letters correctly in a piece of writing.• Use technology to produce and publish a piece of writing. <p>Compose an argumentative text:</p> <ul style="list-style-type: none">• Analyze features of an argument paragraph/essay• Identify a purpose and audience for writing• Brainstorm ideas for an essay• Articulate an introduction that presents the issue and the writer's claim about the issue.• Compose a draft that includes convincing reasons and relevant evidence <p>Conventions:</p> <ul style="list-style-type: none">• Capitalization• Punctuation• Quotations• Sentence Structure• Subject-Verb Agreement
<p><u>Interdisciplinary Connections:</u></p> <p>Students will understand how the different writing types can be applied across the disciplines and can lead to numerous applications in their future careers.</p>	

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Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1

- Using student developed rubric, students will compose an informational text.

Performance Task 2

- Using student developed rubric, students will compose a narrative.

Performance Task 3

- Using student developed rubric, students will compose an argumentative text

Other Evidence:

- Journal entries
- Do Now prompts
- Class discussions
- Online Classroom (Google Classroom)
- Writing Portfolio
- Exit Slips
- Teacher Made Materials

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Informational Text:

- Teacher will model an informational text and students will analyze the structure.
- Students will answer the following essential questions to guide them through the informational text:
 - How does a writer locate, organize, and present information to support his topic?
 - How does the writer's craft shape the message and inform the audience?
 - How does the topic sentence drive the content of the essay?

Narrative

- Teacher will model a narrative and students will analyze the structure.
- Students will answer the following essential questions to guide them through the narrative:
 - How can we use our senses to enrich our writing?
 - What tools do writers use to craft engaging, vivid texts?
 - How is dialogue used effectively and correctly to enhance expressive writing?
 - How can expressive writing create a lasting personal legacy?

Argumentative Text

- Teacher will model an argumentative text and students will analyze the structure.

Resources:

- Student devices
- Projector (Smartboard, Smart TV)
- Online Classroom (Google Classroom)
- Online games (e.g. *Kahoot*, *Gimkit*, *Blooket*)
- Online resources (e.g. *Flocabulary*, *Brainpop*)
- Writing Samples
- Scholastic Action Magazines
- Read 180 RDI 2 Stage B- Writing Strategies and Conventions
- Read 180 Real Book, workshops 1-3
- 6+1 Traits of Good Writing Training
- Mary Ellen Ledbetter Training: Smiley Face Tricks and Revved Up Sentences Handout
- Read Write Think: Student Interactives

*LGBT and Disabilities Law

For Educators: Supporting LGBTQIA Youth Resource List

Respect Ability: Fighting Stigmas. Advancing Opportunities

GLSEN Educator Resources

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<ul style="list-style-type: none">Students will answer the following essential questions to guide them through the argumentative/persuasive text:<ul style="list-style-type: none">How does word choice contribute to a strong argument?Why is it important for a writer to know the audience?Why do people write to persuade others?What is the role of supporting evidence in building an argument? <p><u>Conventions/Grammar</u></p> <ul style="list-style-type: none">Students will engage in mini lessons to reinforce grammar rules. Students will participate in online games (ex: Kahoot) to reinforce grammar skills. <p>Teachers will incorporate mini lessons to deliver instruction and provide opportunities for students to write independently. Teachers will conduct individual student conferences to increase students' skills in the genres of writing. Students will develop and maintain an online writing portfolio.</p>			
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

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Adaptation of materials and requirements	Varying instructional strategies	Provide text in alternative formats, such as Braille, large print, audio formats, or digital text	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing
Elevated text or question complexity	In-class interventions	Use peer readers	
Independent student options	Compacting activity	Permit highlighting of text	
Projects completed individually or with partners	Extend or abbreviate duration of assignments	List discussion questions prior to reading text	ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
Self-selection of research		Vocabulary lists and/or study guides	
Open-ended activities		Provide lecture notes/outline	
		Use sentence frames	

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Pacing Guide

Course Name	Resource	Standards
MP 1-2		
UNIT 1 Informative Writing- 30 days 3 days in cycle spent on analyzing and marking model writing 15 days in cycle spent on drafting and practice writing exercises 6 days in cycle spent on revision with peer and/or teacher conferencing 6 days in cycle spent on conventions lessons and editing	Unit Online Assessment: Final revised draft of an informational text using individualized rubric.	W.6.2.A W.6.2.B W.6.2.C W.6.2.D W.6.2.E W.6.2.F W.6.4. W.6.5. W.6.6. W.6.7. W.6.8. W.6.9.A W.6.9.B SL.6.1. SL.6.2. SL.6.3. SL.6.4. SL.6.5. SL7.6. L.6.1. L.6.2.
MP 2-3		
UNIT 2 Argument Writing- 30 days 3 days in cycle spent on analyzing and marking model writing 15 days in cycle spent on drafting and practice writing exercises 6 days in cycle spent on revision with peer and/or teacher conferencing 6 days in cycle spent on conventions lessons and editing	Unit Online Assessment: Final revised draft of an argument text using individualized rubric.	W.6.1.A W.6.1.B W.6.1.C W.6.1.D W.6.1.E W.6.4. W.6.5. W.6.6. W.6.7. W.6.8. W.6.9.A W.6.9.B SL.6.1. SL.6.2. SL.6.3. SL.6.4. SL.6.5. SL7.6. L.6.1. L.6.2.
MP 3-4		

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<p>UNIT 3</p> <p>Narrative Writing- 30 days</p> <p>3 days in cycle spent on analyzing and marking model writing</p> <p>15 days in cycle spent on drafting and practice writing exercises</p> <p>6 days in cycle spent on revision with peer and/or teacher conferencing</p> <p>6 days in cycle spent on conventions lessons and editing</p>	<p>Unit Online Assessment:</p> <p>Final revised draft of a narrative text using individualized rubric.</p>	<p>W.6.3 A</p> <p>W.6.3.B</p> <p>W.6.3.C</p> <p>W.6.3.D</p> <p>W.6.3.E</p> <p>W.6.4.</p> <p>W.6.5.</p> <p>W.6.6.</p> <p>W.6.7.</p> <p>W.6.8.</p> <p>W.6.9.A</p> <p>W.6.9.B</p> <p>SL.6.1.</p> <p>SL.6.2.</p> <p>SL.6.3.</p> <p>SL.6.4.</p> <p>SL.6.5.</p> <p>SL.7.6.</p> <p>L.6.1.</p> <p>L.6.2.</p>
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