Text Types and Purposes

- CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
- CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.
- CCSS.ELA-Literacy.W.6.1e Provide a concluding statement or section that follows from the argument presented.

CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.6.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

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

CCSS.ELA-Literacy.W.6.3a 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.

CCSS.ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

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

• CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)

• CCSS.ELA-Literacy.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

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

- **CCSS.ELA-Literacy.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.

- **CCSS.ELA-Literacy.W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - **CCSS.ELA-Literacy.W.6.9a** 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”).
  - **CCSS.ELA-Literacy.W.6.9b** Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

Range of Writing

- **CCSS.ELA-Literacy.W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<td>Scope and Sequence</td>
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<td>College and Career Readiness Anchor Standards for Writing</td>
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<tr>
<td>Writing 10</td>
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COURSE OVERVIEW

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The Wilbur Watts Intermediate School English Language Arts Department has adopted and implemented the Common Core State Standards as the cornerstone of the curriculum. Areas of study within the English Language Arts department are designed to be rigorous, college-preparatory courses in which students will be exposed to a variety of writing techniques, presentation styles, and communication skills.

The curriculum guide has been generated to not only help students achieve the Common Core State Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

Primary Resource(s)

Textbook
Title: Strategies for Writers
Publisher: Zaner-Bloser
Copyright: 2013
Series Title If Applicable: Common Core State Standards

Supplemental/Other
Title: Prentice Hall, Literature
Publisher: Pearson Education, Inc.
Copyright: 2012
Series Title If Applicable: Literature, Common Core Edition, 6th Grade
## Scope and Sequence

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Common Core Standard(s) Domain &amp; Standard</th>
<th>Suggested Timeline</th>
<th>Pacing (must equal 165 days for full-year or 83 days for half-year course)</th>
<th>Benchmarking</th>
<th>Suggested Interdisciplinary Activities Example for Each Subject Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark 1 - Students will be assessed informally and formally, based on the Common Core standards. Benchmarking work will be used in student portfolios as timed writing samples.</td>
<td>W.6.1-10</td>
<td>Throughout weeks 1 &amp; 2</td>
<td>1 day</td>
<td>Day 1: Argumentative and/or Informative/Explanatory Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
<td>Career Education - After Career Day, write a summary about the most interesting career from the day.</td>
</tr>
<tr>
<td><strong>Narrative Writing</strong> - Students will learn to write narratives which develop real and imagined experiences using effective technique, relevant descriptive details, and well-structured event sequences. Suggested writing genres include: Eyewitness Account, Historical Episode, Short Story, Biography, and Narrative Test Writing.</td>
<td>W.6.1-10</td>
<td>1st Marking Period</td>
<td>40 days</td>
<td>- Write a persuasive speech convincing classmates to avoid an unhealthy behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Informative / Explanatory Writing</strong> - Students will learn to write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Suggested writing genres include: Summary, Cause-and-Effect Report, Research Report, Explanatory Essay, and Informative / Explanatory Test Writing.</td>
<td>W.6.1-10</td>
<td>2nd Marking Period</td>
<td>41 days</td>
<td>- Read the explanatory essay “Parallel or Perpendicular” by Zoya Petrobich.</td>
<td></td>
</tr>
<tr>
<td>- Write an explanatory essay which gives information about a key math concept.</td>
<td>- Write a summary of the steps in a mathematical procedure (long division, multiplying fractions, etc.)</td>
<td>Science - Summarize a Science article or current event.</td>
<td>- Write an argument which supports or opposes a claim by using evidence from</td>
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<tr>
<td>Benchmark 2</td>
<td>Students will be assessed informally and formally, based on the Common Core standards. Benchmarking work will be used in student portfolios as timed writing samples.</td>
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<tr>
<td>Argument Writing</td>
<td>Students will learn to write arguments to support claims with clear reasons and relevant evidence. Suggested writing genres include: Response to Literature, Argument Essay, Business Letter, Speech, and Argument Test Writing.</td>
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<tr>
<td>Benchmark 3</td>
<td>Students will be assessed informally and formally, based on the Common Core standards. Benchmarking work will be used in student portfolios as timed writing samples.</td>
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<tr>
<td>Descriptive Writing</td>
<td>Students will learn to write descriptive writing which provides specific details and engages the reader in an interesting way. Suggested writing genres include: Descriptive Essay, Observation Report, Descriptive Article, Poem, and Descriptive Test Writing.</td>
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<tr>
<td><strong>Day 1:</strong> Argumentative and/or Informative / Explanatory Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.</td>
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</tbody>
</table>

**Argument Writing - W.6.1-10**

**Day 1:** Argumentative and/or Informative / Explanatory Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.

**Benchmark 2**

**Day 1:** Argumentative and/or Informative / Explanatory Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.

**Benchmark 3**

**Day 1:** Argumentative and/or Informative / Explanatory Essays based on writing prompts to address writing skills required by the Common Core Standards for English Language Arts in preparation for the NJ-ASK and to assess student progress.

**History/Social Studies**

- Write a biography about a person from history.
- Write a historical episode that weaves together fact and fiction to create a story based on an actual time, place, event or person in history.
- Write an argument that supports or opposes a claim by using evidence from history.

**Technical Subjects**

- Use online resources to enhance learning such as: Interactive Writing Rubrics [www.sfw.z-b.com](http://www.sfw.z-b.com)
- Revise using an online dictionary and thesaurus [www.dictionary.com](http://www.dictionary.com)
- Use word processing skills to publish finished writing.
- Conduct online research to support an argument essay.

**World Languages**

- Use vocabulary words in writing with roots, prefixes, and suffixes from other languages and cultures (All year)
Writing Standards Overview

College and Career Readiness Anchor Standards for Writing
The grade 6 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing
For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
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Writing Standards for Grade 6

### Domain & Standard

**W.1** Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.

### Student Learning Objectives (SLO)

Students will be able to write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented.

### References/Resources

- **Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013**
- Online components of Strategies for Writers www.my-zaner-bloser.com www.sfw.z-b.com
- **Literature: Common Core Edition, 6th Grade, Prentice Hall, 2012**
- Dictionary
- Thesaurus

### Suggested Instructional Activities

- Write a response to literature / book review which expresses the writer’s opinion and ideas and is supported with facts and details from the literature.
- Read primary sources to learn about a historical event and use information learned to write an argument essay.
- Analyze an argument essay model on the Smartboard. Students should identify the thesis, introduction, body, conclusion, supporting evidence, and transitional words that clarify relationships among claims within the writing.
- Write a business letter
- Compile a list of transition words to add to the writing notebook to use while writing.
- Model and assist students on proper MLA format for formal essays

### Suggested Student Output

- Students’ responses to literature / book reviews.
- Written arguments (argument essays)
- Written business letters
- Student created Writing Notebook resources (list of transition words / phrases) and use of transition words in writing.

### Assessments: Portfolios, Evaluations, & Rubrics

- Completed Writing Assignments
- Holistic scoring rubric
- Completed homework
- Completed class work assignment(s)
- Student generated portfolio(s)
- Project(s)/Presentation(s)
- Quiz(zes)/Test(s)
- Class Participation
- Teacher Observation
- Students’ Interactive Notebook / Binder

### Multimedia Integration

- Strategies for Writers Online
- Prentice Hall Online
- Media center
- Technology class
- SMART technology
- Blogs
- Email
- RFB players
- Publishing software
- Brain Pop Activities
- Odyssey Activities
- Utilize film
- Audio
- YouTube
- Various websites

### Accommodation of Special Needs Students (SE, ELL, 504, G&T)

- Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:
  - Provide graphic organizers
  - Extended time
  - Enrichment activities
  - Preferential seating
  - Explicit instruction of skills and modeling
  - Small group and individual instruction
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</thead>
</table>
| **W.2** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. | Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics, and multimedia when useful to aid in comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from the information or explanation presented. | -Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers  
www.my-zaner-bloser.com  
www.sfw.z-b.com  
-Literature: Common Core Edition, 6s, Grade, Prentice Hall, 2012  
-Dictionary  
-Thesaurus | -Read an article and write a summary including relevant facts and key ideas  
-Analyze an explanatory essay model on the Smartboard. Students should identify the introduction, body, and conclusion.  
-Write an explanatory essay with a clear introduction, body, and conclusion.  
-Write a Cause-and-Effect Report  
-Analyze a Cause-and-Effect Report. Students will use colored pencils to distinguish between the causes and effects.  
-Write a Cause-and-Effect Report  
-Vocabulary development lessons (word webs, games, etc)  
-Model and assist students on proper MLA format for formal essays | -Students’ summaries  
-Written informative/explanatory essays  
-Completed vocabulary exercises  
-Utilization of MLA format | -Completed Writing Assignments  
-Holistic scoring rubric  
-Completed homework  
-Completed class work assignment(s)  
-Student generated portfolio(s)  
-Project(s) /Presentation(s)  
-Quiz(zes)/Test(s)  
-Class Participation  
-Teacher Observation  
-Students’ Interactive Notebook / Binder | -Strategies for Writers Online  
-Prentice Hall Online  
-Media center  
-Technology class  
-Smart technology  
-Blogs  
-Email  
-RFB players  
-Publishing software  
-Brain Pop Activities  
-Enrichment activities  
-Model and assist students on proper MLA format for formal essays  
-Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:  
-Providing graphic organizers  
-Extended time  
-Explicit instruction of skills and modeling  
-Small group and individual instruction |
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<tr>
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</table>
| W.3               |         | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. | -Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers www.my-zaner-bloser.com  
-www.sfw.z-b.com  
-Dictionary  
-Thesaurus | -Write an eyewitness account of an event from the 1st person perspective  
-Write a historical episode (historical fiction narrative) based on a real setting, event, or person.  
-Write a short story with a clear plot sequence.  
-Create a character sketch  
-Have a conversation with a classmate using PostIt notes. Then rewrite the conversation using the conventions of dialogue.  
-Examine and analyze an exemplary narrative writing piece. Use a highlighter to find the transition words.  
-Compile a list of transition words to add to the writing notebook.  
-Use a thesaurus to write with descriptive, precise words.  
-Create a sensory chart with adjectives to include in writing  
-Use a storyboard or comic strip to plan plot events in a short story.  
-Written narrative essays  
-Completed character sketches  
-Correctly documented dialogue based on English Language  
-Use of transition words in writing  
-Sensory chart  
-Completed storyboard / comic strip. | -Completed Writing  
-Assignments  
-Holistic scoring rubric  
-Completed homework  
-Completed class work  
-assignment(s)  
-Student generated portfolio(s)  
-Project(s)  
-Presentation(s)  
-Quiz(zes)/Test(s)  
-Class Participation  
-Teacher Observation  
-Students’ Interactive Notebook / Binder  
-| -Strategies for Writers Online  
-Prentice Hall Online  
- | -Movie center  
-Technology class  
-Smart technology  
-Blogs  
-Email  
-RFB players  
-Publishing software  
-Brain Pop Activities  
-Odyssey Activities  
-Utilize film  
-Audio  
-You Tube  
-Various websites  
Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:  
-Provide graphic organizers  
-Extended time  
-Enrichment activities  
-Preferential seating  
-Explicit instruction of skills and modeling  
-Small group and individual instruction |
## Writing Standards for Grade 6

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<tbody>
<tr>
<td>W.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</td>
<td>Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>-Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013 -Online components of Strategies for Writers <a href="http://www.my-zaner-bloser.com">www.my-zaner-bloser.com</a> <a href="http://www.sfw.z-b.com">www.sfw.z-b.com</a> -Literature: Common Core Edition, 6th Grade, Prentice Hall, 2012 -Dictionary -Thesaurus</td>
<td>-Model exemplary student writing samples -Analyze the characteristics of clear, coherent writing -Use the 6 trait method of writing instruction to model and teach ideas, organization, voice, word choice, sentence fluency, and conventions.</td>
<td>-Self-evaluate personal essay responses based on student exemplars -Demonstrate characteristics of clear, coherent writing through writing samples</td>
<td>-Completed Writing Assignments -Holistic scoring rubric -Completed homework -Completed class work assignment(s) -Student generated portfolio(s) -Project(s) /Presentation(s) -Quiz(zes)/Test(s) -Class Participation -Teacher Observation -Students’ Interactive Notebook / Binder</td>
<td>-Strategies for Writers Online -Prentice Hall Online -Media center -Technology class -Smart technology -Blogs -Email -RFB players -Publishing software -Brain Pop Activities -Odyssey Activities -Utilize film -Audio -YouTube -Various websites</td>
<td>Modify instructional approach and/or assignments as needed based on students’ individual needs, ability level, disabilities or 504/IEPs including but not limited to: -Provide graphic organizers -Extended time -Enrichment activities -Preferential seating -Explicit instruction of skills and modeling -Small group and individual instruction</td>
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| **W.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. | - Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
- Online components of Strategies for Writers www.my-zaner-bloser.com  
www.sfw.z-b.com  
- Dictionary  
- Thesaurus | - Maintain student writing portfolios to provide feedback  
- Require the use of MS Office and Publisher for publishing of some student work | - Complete, revise, and save all writing samples in online portfolios  
- Formal written assignments will be typed, spell-checked, and grammar checked | - Completed Writing Assignments  
- Holistic scoring rubric  
- Completed homework  
- Completed class work assignment(s)  
- Student generated portfolio(s)  
- Project(s)  
- Presentation(s)  
- Quiz(zes)/Test(s)  
- Class Participation  
- Teacher Observation  
- Students’ Interactive Notebook / Binder | - Strategies for Writers Online  
- Prentice Hall Online  
- Media center  
- Technology class  
- Smart technology  
- Blogs  
- Email  
- RFB players  
- Publishing software  
- Brain Pop Activities  
- Odyssey Activities  
- Utilize film  
- Audio  
- You Tube  
- Various websites | Modify instructional approach and/or assignments as needed based on students individual needs, ability level, disabilities or 504/IEPs including but not limited to:  
- Provide graphic organizers  
- Extended time  
- Enrichment activities  
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- Explicit instruction of skills and modeling  
- Small group and individual instruction |
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| W.7               |         | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Students will be able to conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | - *Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013*  
- Online components of Strategies for Writers  
  [www.my-zaner-bloser.com](http://www.my-zaner-bloser.com)  
  [www.sfw.z-b.com](http://www.sfw.z-b.com)  
- Dictionary  
- Thesaurus | - Analyze a research report model. Display it on the Smartboard. Students will identify the introduction, main points, supporting details, and conclusion.  
- Use an online encyclopedia to research facts about a topic.  
- Conduct Web Quests to find answers to questions  
- Take notes  
- Write a research report.  
- Create an outline to organize facts  
- MLA format through presentations  
- MLA format for grade 6 research project | - Completed research report  
- Completed student presentations | - Completed Writing Assignments  
- Holistic scoring rubric  
- Completed homework  
- Completed class work assignment(s)  
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| W.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. | -Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers: www.my-zaner-bloser.com  
-www.sfw.z-b.com  
-Dictionary  
-Thesaurus | -Read multiple primary and secondary sources of a historical event (with varying perspectives on the event) and rate the reliability of each source  
-Write an essay using the historical documents as evidence  
-MLA format for grade 6 research project  
-MLA format through short, analytical essays | -Completed projects  
-Completed student presentations  
-Completed grade 6 research project  
-Completed analytical essays with parenthetical citations and works cited | -Completed Writing Assignments  
-Holistic scoring rubric  
-Completed homework  
-Completed class work assignment(s)  
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| W.9               | Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”). Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature. Compare and contrast texts in different forms or genres. | - *Strategies for Writers: Common Core State Standards*, Zaner-Bloser, 2013  
- Online components of *Strategies for Writers* [www.my-zaner-bloser.com](http://www.my-zaner-bloser.com)  
- Dictionary  
- Thesaurus | - MLA format through research projects  
- MLA format through short, analytical essays  
- Use RADIO (Restate, Details, Insight, Overall Statement) or RACER (Restate, Answer, Cite, Extend, Review) format to structure responses to open-ended questions | --Completed projects  
- Completed student presentations  
- Completed grade 6 research project  
- Completed analytical essays with parenthetical citations and works cited  
- Completed answers to open-ended questions | - Completed Writing Assignments  
- Holistic scoring rubric  
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| W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Students will be able to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | -Strategies for Writers: Common Core State Standards, Zaner-Bloser, 2013  
-Online components of Strategies for Writers www.my-zaner-bloser.com www.sfw.z-b.com  
-Dictionary  
-Thesaurus | -Warm up activities such as quotations, descriptive questions, and journals  
-Reflective writing activities pertaining to the text  
-Long-term research activities  
-Writing responses to open-ended questions  
-Longer process pieces | -Daily written warm ups  
-Reflections  
-Research papers  
-Writing assignments | -Completed Writing Assignments  
-Holistic scoring rubric  
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