

Course Name: Writing Workshop Grade 6
Course #: M1602, M1607, M1608, M1609

Course Description: Aligned to the New Jersey Student Standards, the sixth grade writing workshop course aims to develop both technical and creative writers. Students will explore argumentative, informational and narrative genres in a workshop format. By definition, a writing workshop is a student-centered model of instruction, designed to meet the needs of each individual writer through brief mini-lessons that address strategies, grammar, and style; peer and teacher conferring; and use of portfolios in a developmentally appropriate manner. Classroom instruction emphasizes the writing process; reflection; and grammar, usage, and mechanics application in writing.

Course Proficiencies: The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

- Demonstrate command of the system and structure of the English language when writing or speaking. (NJSLS.L.SS.6.1.)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSLS.L.KL.6.2.)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies. (NJSLS.L.VL.6.3.)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSLS.L.VI.6.4.)
- Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. (NJSLS.W.AW.6.1.)
- Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (NJSLS.W.IW.6.2.)
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (NJSLS.W.NW.6.3.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. (NJSLS.W.WP.6.4.)

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (NJSLS.W.WR.6.5.)
- 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. (NJSLS.W.SE.6.6.)
- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (NJSLS.W.RW.6.7.)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (NJSLS.SL.PE.6.1.)
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (NJSLS.SL.II.6.2.)
- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (NJSLS.SL.ES.6.3.)
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). (NJSLS.SL.PI.6.4.)
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (NJSLS.SL.UM.6.5.)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSLS.SL.AS.6.6.)

Assessment:

1. Tests/ quizzes
2. Open-ended responses and essays
3. Individual and group projects and presentations
4. Multimedia presentations
5. Classroom discussion
6. Portfolios