

Course Name: Writing Workshop Grade 6
Course#: M1602

Course Description: Aligned to the Common Core 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 writers 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:

- Write arguments to support claims with clear reasons and relevant evidence. (NJSL.S.W.6.1)
 - 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/academic style, approach, and form.
 - Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (NJSL.S.W.6.2)
 - 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.
 - 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/academic style, approach, and form.
 - Provide a concluding statement or section that follows from the information or explanation presented.

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (NJSLS.W.6.3)
 - 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.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (NJSLS.W.6.4)
- 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. (NJSLS.W.6.5)
- 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. (NJSLS.W.6.6)
- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (NJSLS.W.6.7)
- 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.6.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (NJSLS.W.6.9)
- 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.6.10)
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (NJSLS.RL.6.1)
- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. (NJSLS.RI.6.1)
- 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. (NJSLS.RL.6.9.)

- 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. (NJSL.SL.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. (NJSL.SL.6.2)
- Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (NJSL.SL.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). (NJSL.SL.6.4)
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (NJSL.SL.6.5)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (NJSL.SL.6.6)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (NJSL.L.6.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (NJSL.L.6.2)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (NJSL.L.6.3)
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (NJSL.L.6.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (NJSL.L.6.5)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (NJSL.L.6.6)
- Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. (NJSL.T.8.1)
- Develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. (NJSL.T.8.2)
- Evaluate communication, collaboration, and leadership skills that can be developed through school, home, and community activities for use in a career. (NJSL. 9.2.8.B.3)
- Evaluate the impact of online activities and social media on employer decisions (NJSL. 9.2.8.B.7)

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

Board Adopted Materials:

Title: **Write Source 2000**
Author: Sebranek, P., Meyer, V., Kemper, D.
Publisher: Great Source Education Group (Houghton Mifflin Company)
Copyright: 1996