

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 6– Module 1 Finding Courage Unit (Unit 3 from Materials)

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit/Module Overview**

In unit 3, students will learn to:

Trimester 1 introduces students to the process of writing informative essays and the R.A.C.E.C.E.S open-ended response format. In *HMH: Into Literature, Unit 3: Finding Courage*, students learn why it is essential for a writer of an informative essay to gather evidence from multiple sources instead of relying on just one. The essay is structured into five paragraphs.

Students will be assessed on their ability to gather relevant evidence, support their main ideas with this evidence, maintain a formal tone, and improve their writing through planning, revising, editing, and rewriting. The language standards addressed in this writing assignment include the use of compound and complex sentences, correct punctuation, and adherence to spelling conventions. In addition, students will practice pronouns in the proper case.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- F. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- C. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- D. Maintain consistency in style and tone.

W.IW.6.2. 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.

- 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.WP.6.4. 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.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### Unit/Module Weekly Learning Activities and Pacing Guide

Informative Essay & 8	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
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# Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

Days			
Analyze the Prompt-Plan the Informative Essay and 2-3 days	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>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 aid in comprehension.</li> </ul> <p>W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Identify the audience, and purpose of the informative essay</li> <li>Review the rubric</li> <li>Write a thesis statement</li> <li>Identify main ideas and supporting evidence</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Section of graphic organizer</li> <li>Turn, talk, and share</li> <li>Thumbs up/down</li> <li>Catch and Release</li> <li>Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook (pages 290-298)</li> <li>Teacher handbook HMH textbook (pages 290-298)</li> <li>EPIC!.com</li> <li>Informative Essay graphic organizer</li> <li>Grammar workbook</li> </ul> </li> <li>Activities <ul style="list-style-type: none"> <li>Display and annotate graphic organizer</li> <li>Display and annotate rubric</li> <li>Model how to write the thesis statement</li> <li>Model how to write the main idea and supporting evidence using EPIC!.com informational texts</li> </ul> </li> </ul>
Introduction and 1 day	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>B. Develop the topic with</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>Review the rubric/learning targets</li> <li>Write "hook"</li> <li>Write context statements</li> <li>Write a thesis statement</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>Section of graphic organizer</li> <li>Turn, talk, and share</li> </ul>	<ul style="list-style-type: none"> <li>Texts <ul style="list-style-type: none"> <li>Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook (pages 290-298)</li> <li>Teacher handbook HMH textbook (pages 290-298)</li> <li>EPIC!.com</li> </ul> </li> </ul>

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <ul style="list-style-type: none"> <li>• C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• E. Acknowledge and attempt a formal/academic style, approach, and form.</li> </ul> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Informative Essay graphic organizer</li> <li>○ Grammar workbook</li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Annotate student sample for introduction paragraph to identify the hook, context statements and thesis statement</li> <li>○ Write introduction paragraph to receive teacher feedback</li> </ul> </li> </ul>
1st body paragraph and 1 day	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>• B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Review the rubric/learning targets</li> <li>• Write a main idea of paragraph</li> <li>• Write evidence and explanations</li> <li>• Write transition sentence to next paragraph</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 290-298)</li> <li>○ Teacher handbook HMH textbook (pages 290-298)</li> <li>○ EPIC!.com</li> <li>○ Informative Essay graphic organizer</li> <li>○ Grammar workbook</li> </ul> </li> </ul>

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>examples.</p> <ul style="list-style-type: none"> <li>• C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>• D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• E. Acknowledge and attempt a formal/academic style, approach, and form.</li> </ul> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Annotate student sample for 1st body paragraph to explain how it is similar to a R.A.C.E.C.E.S response</li> <li>○ Write 1st body paragraph to receive teacher feedback</li> </ul> </li> </ul>
2nd body paragraph and 1 day	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>• B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• C. Use appropriate transitions to clarify the relationships</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Review the rubric/learning targets</li> <li>• Write a main idea of paragraph</li> <li>• Write evidence and explanations</li> <li>• Write transition sentence to next paragraph</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Section of graphic organizer</li> <li>• Turn, talk, and share</li> <li>• Thumbs up/down</li> <li>• Catch and Release</li> <li>• Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Texts <ul style="list-style-type: none"> <li>○ Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 290-298)</li> <li>○ Teacher handbook HMH textbook (pages 290-298)</li> <li>○ EPIC!.com</li> <li>○ Informative Essay graphic organizer</li> <li>○ Grammar workbook</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Annotate student sample for 2nd body</li> </ul> </li> </ul>

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>among ideas and concepts.</p> <ul style="list-style-type: none"> <li>● D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● E. Acknowledge and attempt a formal/academic style, approach, and form.</li> </ul> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		<p>paragraph to explain how it is similar to a R.A.C.E.C.E.S response</p> <ul style="list-style-type: none"> <li>○ Write 2nd body paragraph to receive teacher feedback</li> </ul>
3rd body paragraph and 1 day	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>● B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● D. Use precise language and domain-specific vocabulary to</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Write a main idea of paragraph</li> <li>● Write evidence and explanations</li> <li>● Write transition sentence to next paragraph</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 290-298)</li> <li>○ Teacher handbook HMH textbook (pages 290-298)</li> <li>○ EPIC!.com</li> <li>○ Informative Essay graphic organizer</li> <li>○ Grammar workbook</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Annotate student sample for 3rd body paragraph to explain how it is similar to a R.A.C.E.C.E.S response</li> <li>○ Write 3rd body paragraph to receive teacher</li> </ul> </li> </ul>

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>inform about or explain the topic.</p> <ul style="list-style-type: none"> <li>● E. Acknowledge and attempt a formal/academic style, approach, and form.</li> </ul> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		feedback
Conclusion and 1 day	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>● B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● E. Acknowledge and attempt a</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Rewrite thesis statement</li> <li>● Write summary sentence about the body paragraphs</li> <li>● Write concluding statement</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Turn, talk, and share</li> <li>● Thumbs up/down</li> <li>● Catch and Release</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 290-298)</li> <li>○ Teacher handbook HMH textbook (pages 290-298)</li> <li>○ EPIC!.com</li> <li>○ Informative Essay graphic organizer</li> <li>○ Grammar workbook</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Annotate student sample for conclusion to explain how to rewrite the thesis statement, write summary sentence and concluding statement</li> <li>○ Write conclusion paragraph to receive teacher feedback</li> </ul> </li> </ul>

## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>formal/academic style, approach, and form.</p> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
<p><b>Works Cited page-Edit &amp; Peer Review and 1 day</b></p>	<p>W.IW.6.2. 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.</p> <ul style="list-style-type: none"> <li>● B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● C. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● E. Acknowledge and attempt a</li> </ul>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Use editing/revising checklist</li> <li>● Use peer review form</li> <li>● Write Works Cited Page</li> </ul> <p><b>Suggested Formative Assessment(s):</b></p> <ul style="list-style-type: none"> <li>● Section of graphic organizer</li> <li>● Peer editing/revising</li> <li>● Teacher observation/conferencing/feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Texts <ul style="list-style-type: none"> <li>○ Mentor Text: "Fears and Phobias (pages 205-211)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 290-298)</li> <li>○ Teacher handbook HMH textbook (pages 290-298)</li> <li>○ Edit/revise checklist</li> <li>○ Peer review form</li> <li>○ Grammar workbook</li> <li>○ Free MLA citation website</li> </ul> </li> <li>● Activities <ul style="list-style-type: none"> <li>○ Display and annotate graphic organizer</li> <li>○ Model and annotate how to use the revise/edit checklist</li> <li>○ Model and annotate how to use the peer review form</li> <li>○ Model how to use MLA citation website and write Works Cited Page</li> <li>○ Complete essay to reflect the edits and revisions from teacher and peers</li> </ul> </li> </ul>



## Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>formal/academic style, approach, and form.</p> <p>W.WP.6.4. 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.</p> <p>L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)