

**Swedesboro-Woolwich School District's Writing Curriculum Guidance Document**  
**GRADE 6– Module 2 Through an Animal's Eyes Unit (Unit 4 from Materials)**

<b>Mission Statement</b>
<p>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.</p> <p>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.</p>

<b>Unit/Module Overview</b>
<p>In unit 4, students will learn to:</p> <p>Trimester 2 introduces students to the process of writing argumentative essays. In <i>HMH: Into Literature, Unit 4: Through an Animal's Eyes</i>, students learn the importance of supporting their arguments with research. They will either support or oppose a given topic. For instance, HMH suggests that students explore the topic of keeping wild animals as pets. Additionally, during the novel study of <i>The Devil's Arithmetic</i>, students will take a stance on whether Hannah should keep or lose her memory. The structure of the essay consists of five paragraphs. (Please note, <i>HMH: Into Literature, Unit 1: Discovering a Voice (pg. 82a-82b)</i> is an additional resource.)</p> <p>Students will be assessed on their ability to gather relevant evidence, support their claim 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 transitions and pronouns.</p>

<b>Standards Covered in Current Unit/Module</b>
Related Standards and Learning Goals
L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or

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### Speaking.

- 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.AW.6.1. 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.

- A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- 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.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 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
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<p>Analyze the Prompt-Plan the Informative Essay and 2-3 days</p>	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</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 argumentative essay</li> <li>Review the rubric</li> <li>Write claim</li> <li>Identify reasons 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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook (pages 82-90; 374-382)</li> <li>Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>EPIC!.com</li> <li>Argumentative 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 claim</li> <li>Model how to write reasons and supporting evidence using EPIC!.com informational texts</li> </ul> </li> </ul>
<p>Introduction and 1 day</p>	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</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</p>	<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 claim</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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>Materials <ul style="list-style-type: none"> <li>Student HMH textbook (pages 82-90; 374-382)</li> <li>Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> </ul> </li> </ul>

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	<p>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>○ EPIC!.com</li> <li>○ Argumentative 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.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>● A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.</li> <li>● C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.</li> <li>● D. Establish and maintain a formal/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Write first reason 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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>○ Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>○ Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 82-90; 374-382)</li> <li>○ Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>○ EPIC!.com</li> <li>○ Argumentative 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 1st body paragraph to identify the reason, evidence to support reason and transition statement</li> <li>○ Write 1st body paragraph to receive teacher feedback</li> </ul> </li> </ul>

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	<p>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>		
2nd body paragraph and 1 day	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>● A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.</li> <li>● C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.</li> <li>● D. Establish and maintain a formal/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Write second reason 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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>○ Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>○ Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 82-90; 374-382)</li> <li>○ Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>○ EPIC!.com</li> <li>○ Argumentative 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 paragraph to identify the reason, evidence to support reason and transition statement</li> <li>○ Write 2nd body paragraph to receive teacher feedback</li> </ul> </li> </ul>

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<p>3rd body paragraph (Counterargument) and 1 day</p>	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>● A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.</li> <li>● C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.</li> <li>● D. Establish and maintain a formal/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p>W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>● Review the rubric/learning targets</li> <li>● Write counterargument 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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>○ Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>○ Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 82-90; 374-382)</li> <li>○ Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>○ EPIC!.com</li> <li>○ Argumentative 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 counterargument paragraph to identify the reason, evidence to support reason and transition statement</li> <li>○ Write 2nd body paragraph to receive teacher feedback</li> </ul> </li> </ul>

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	<p>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>		
Conclusion and 1 day	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>• C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.</li> <li>• D. Establish and maintain a formal/academic style, approach, and form.</li> <li>• E. Provide a concluding statement or section that follows from the argument presented.</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</p>	<p><b>Obj. We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Review the rubric/learning targets</li> <li>• Rewrite claim</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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>○ Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>○ Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>• Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 82-90; 374-382)</li> <li>○ Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>○ EPIC!.com</li> <li>○ Argumentative 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 claim, write summary sentence and insightful statement to give the reader something to think about</li> <li>○ Write conclusion paragraph to receive teacher feedback</li> </ul> </li> </ul>

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	<p>Speaking.</p> <p>L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>		
<p>Works Cited page-Edit &amp; Peer Review and 1 day</p>	<p>W.AW.6.1. 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.</p> <ul style="list-style-type: none"> <li>● A. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.</li> <li>● B. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.</li> <li>● C. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.</li> <li>● D. Establish and maintain a formal/academic style, approach, and form.</li> <li>● E. Provide a concluding statement or section that follows from the argument presented.</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</p>	<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> </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: "Wild Animals Aren't Pets" (pages 360-362)</li> <li>○ Mentor Text: "Let People Own Exotic Animals" (pages 363-365)</li> <li>○ Mentor Text: "OMG, Not Another Selfie!" (pages 68-73)</li> </ul> </li> <li>● Materials <ul style="list-style-type: none"> <li>○ Student HMH textbook (pages 82-90; 374-382)</li> <li>○ Teacher handbook HMH textbook (pages 82a-90; 374a-382)</li> <li>○ EPIC!.com</li> <li>○ Argumentative 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 claim</li> <li>○ Model how to write reasons and supporting evidence using EPIC!.com informational texts</li> </ul> </li> </ul>



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	Speaking.  L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)