

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

GRADE 6– Module 3 Never Give Up Unit (Unit 2 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 2, students will learn to:

Trimester 3 introduces students to the process of writing narrative essays. In *HMH: Into Literature, Unit 2: Never Give Up*, students learn the importance of writing a nonfiction narrative about a time students faced a challenge but refused to give up. Students will learn to maintain an appropriate point of view, organize an event sequence that unfolds logically and naturally, using precise words, sensory and figurative language, and maintain a consistent style, tone and mood.

Students will be assessed on their ability to write background information and descriptions that effectively establish the setting and mood. They should be able to create dialogue while maintaining an informal tone and demonstrate improvement in their writing through planning, revising, editing, and rewriting. This writing assignment will also address language standards, including the use of transitions and time-order words.

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

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- E. Provide a conclusion that follows from the narrated experiences or events.

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.

Unit/Module Weekly Learning Activities and Pacing Guide

Informative Essay & 8 Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Analyze the Prompt-Plan the Informative Essay and 2-3 days	W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> ● A. Engage and orient the reader by establishing a 	Obj. We are learning to: <ul style="list-style-type: none"> ● Identify learning targets for narrative essay ● Review the rubric ● Write write about personal experience ● Develop characters, setting, and point of view Suggested Formative Assessment(s):	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Mentor Text: "A Schoolgirl's Diary" (pages 99-109) ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <ul style="list-style-type: none"> • B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • E. Provide a conclusion that follows from the narrated experiences or events. <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"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	<p>162a-170)</p> <ul style="list-style-type: none"> ○ Narrative Essay graphic organizer ○ Grammar workbook • Activities <ul style="list-style-type: none"> ○ Display and annotate graphic organizer ○ Display and annotate rubric ○ Model how to complete “Plan Your Nonfiction Narrative” ○ Model how to complete “Plan Characters, Setting, and Point of View”
Exposition and 1 day	W.NW.6.3. Write narratives to develop real or imagined experiences or events	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Review learning targets for narrative essay 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Mentor Text: “A Schoolgirl’s Diary” (pages

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● A. 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. ● B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● E. Provide a conclusion that follows from the narrated experiences or events. <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</p>	<ul style="list-style-type: none"> ● Review the rubric for exposition paragraph ● Write exposition paragraph <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<p>99-109)</p> <ul style="list-style-type: none"> ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages 162a-170) ○ Narrative Essay graphic organizer ○ Grammar workbook ● Activities <ul style="list-style-type: none"> ○ Display and annotate rubric ○ Display and annotate student sample for exposition paragraph ○ Write exposition paragraph ○ Receive and apply feedback to exposition paragraph
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	its conventions when writing, speaking, reading, or listening.		
Rising Action, Dialogue and 1 day	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • A. 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. • B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • E. Provide a conclusion that follows from the narrated experiences or events. <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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Review learning targets for narrative essay • Review the rubric for rising action paragraph • Write dialogue <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Mentor Text: "A Schoolgirl's Diary" (pages 99-109) • Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages 162a-170) ○ Narrative Essay graphic organizer ○ Grammar workbook • Activities <ul style="list-style-type: none"> ○ Display and annotate rubric ○ Display and annotate student sample for rising action paragraph ○ Write rising action paragraph with dialogue ○ Receive and apply feedback to rising action paragraph

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>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>Climax, Dialogue and 1 day</p>	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • A. 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. • B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • E. Provide a conclusion that follows from the narrated experiences or events. <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</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Review learning targets for narrative essay • Review the rubric for climax paragraph • Write dialogue <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Section of graphic organizer • Turn, talk, and share • Thumbs up/down • Catch and Release • Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> • Texts <ul style="list-style-type: none"> ○ Mentor Text: "A Schoolgirl's Diary" (pages 99-109) • Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages 162a-170) ○ Narrative Essay graphic organizer ○ Grammar workbook • Activities <ul style="list-style-type: none"> ○ Display and annotate rubric ○ Display and annotate student sample for climax paragraph ○ Write climax paragraph with dialogue ○ Receive and apply feedback to climax paragraph

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>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>		
Falling Action and 1 day	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● A. 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. ● B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. ● E. Provide a conclusion that follows from the narrated experiences or events. <p>W.WP.6.4. With some guidance and</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Review learning targets for narrative essay ● Review the rubric for falling action paragraph <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Mentor Text: "A Schoolgirl's Diary" (pages 99-109) ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages 162a-170) ○ Narrative Essay graphic organizer ○ Grammar workbook ● Activities <ul style="list-style-type: none"> ○ Display and annotate rubric ○ Display and annotate student sample for falling action paragraph ○ Write falling action paragraph with dialogue ○ Receive and apply feedback to falling action paragraph

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<p>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>		
Resolution and 1 day	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● A. 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. ● B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ● C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ● D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Review learning targets for narrative essay ● Review the rubric for resolution paragraph <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Section of graphic organizer ● Turn, talk, and share ● Thumbs up/down ● Catch and Release ● Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> ● Texts <ul style="list-style-type: none"> ○ Mentor Text: "A Schoolgirl's Diary" (pages 99-109) ● Materials <ul style="list-style-type: none"> ○ Student HMH textbook (pages 162-170) ○ Teacher handbook HMH textbook (pages 162a-170) ○ Narrative Essay graphic organizer ○ Grammar workbook ● Activities <ul style="list-style-type: none"> ○ Display and annotate rubric ○ Display and annotate student sample for resolution paragraph ○ Write resolution paragraph with dialogue ○ Receive and apply feedback to resolution paragraph

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none"> E. Provide a conclusion that follows from the narrated experiences or events. <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>		
Edit & Peer Review and 1 day	<p>W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. 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. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Review the rubric/learning targets Use editing/revising checklist Use peer review form <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Section of graphic organizer Peer editing/revising Teacher observation/conferencing/feedback 	<ul style="list-style-type: none"> Texts <ul style="list-style-type: none"> Mentor Text: "A Schoolgirl's Diary" (pages 99-109) Materials <ul style="list-style-type: none"> Student HMH textbook (pages 162-170) Teacher handbook HMH textbook (pages 162a-170) Narrative Essay graphic organizer Grammar workbook Activities <ul style="list-style-type: none"> Display and annotate graphic organizer Display and annotate peer editing/revising form Give and receive feedback to peers using form Receive final teacher feedback to apply to final essay

Swedesboro-Woolwich School District's Writing Curriculum Guidance Document

	<ul style="list-style-type: none">• D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.• E. Provide a conclusion that follows from the narrated experiences or events. <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>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)