<table>
<thead>
<tr>
<th>Grade</th>
<th>Genre</th>
<th>Skills</th>
<th>Lessons</th>
<th>Mentor Texts and Resources</th>
<th>Humanities Link</th>
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<tbody>
<tr>
<td>6</td>
<td>Grammar To Be Covered</td>
<td>Parts of speech <em>(noun, adj, verb, adv)</em></td>
<td>Grammar sweatshop</td>
<td>Writing notebooks</td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td>Complete sentence <em>(subj. and verb)</em></td>
<td>Inquiry (tense or capitalization)</td>
<td>Examples in published writing</td>
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<td></td>
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<td>Capitalization</td>
<td>Complete sentence</td>
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<td>Tense <em>(identify)</em></td>
<td>sundae</td>
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<td>Paragraphs</td>
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<td><em>To be</em> Homonyms</td>
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| 6     | Personal Narrative               | Write narratives to develop real experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
- 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. | -Choosing significant moments  
- Focus  
- Stretching out a moment | *SLOB* as read aloud  
*Owl Moon* by Jane Yolen  
*Eleven* by Sandra Cisneros | Setting up RW and WW |
| 6     | Personal Essay                   | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
- Introduce a topic; organize ideas, concepts, and information through the selection, organization, and analysis of relevant content. | -Thesis statement  
- Body paragraphs  
- Topic | Teacher and student samples | Same |
| 6   | Monologue | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
-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 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. | Sentences  
-Using evidence  
-Generating ideas from historical information  
-Creating historically accurate characters  
-Oral presentation  
-Peer revision and editing | Teacher samples  
Student work  
*Message of Ancient Days*  
(SS text) | Ancient Egypt |
| 6 | Compare/Contrast Essay | Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
-Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, and comparison/contrast.  
-Develop the topic with relevant facts, definitions, connections  
-Making organization choices for comparative writing  
-Thesis | Teacher and student samples | Ancient India and World Religions |
| 6 | **Short and Long Response to Text** | - Write arguments to support claims with clear reasons and relevant evidence.  
- Introduce claim(s) and organize the reasons and evidence clearly.  
- Establish and maintain a formal style.  
- Provide a concluding statement or section that follows from the argument presented. | - Test prep  
- Teacher and student samples  
- India and World Religions |  
| 6 | **Literary Essay** | Write arguments to support claims with clear reasons and relevant evidence.  
- 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. | - Thesis statement about a significant idea in the text  
- Using text based evidence  
- *Homeless Bird* as mentor text  
- Independent Reading |
| 7 | Grammar in your face | Review complete sentence  
- **plurals**  
- **possessives**  
Commas (natural pause, clause, lists)  
Subject/verb agreement  
- **superlatives**  
- **homonyms** | Writing notebooks  
Examples in published writing | None |
| 7 | Personal Narrative/ Getting Oriented | *Planning our writing to suit our purpose  
*Writing catchy leads  
*RADD | *Mentor texts  
*Student samples | Setting up RW and WW |
<p>| 7 | Personal Essay | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information. -Develop the topic with relevant facts, concrete details, or other information and examples. -Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. -Establish and maintain an appropriate style for the intended audience. -Provide a concluding statement or section that follows from and supports the information or explanation presented. | <strong>PACTS:</strong> Purpose Audience Content Tone Structure -Getting to the heart of your story -Choosing significant topics | Selections from <em>Kick Me</em> | Same |
| 7 | Historical Fiction | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. -Engage and orient the reader by establishing a | <strong>RADD:</strong> Reaction Action Dialogue Description | Copper Sun Read Aloud (mentor text) | Historical Fiction Lit Circle novels Colonial |</p>
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| **7** | **Journalism**  
- Issue Article  
- Feature Article  
- Editorial writing | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
- Writing objectively  
- Writing with balance  
- Using strong sources  
- Planning and organizing effective articles | - Choosing strong sources  
- Gathering and choosing strong evidence  
- Writing without bias  
- Writing persuasively  
- Editorial |  
- Newspapers  
Student work  
Teacher work |  
- Reading Workshop  
Revolutionary War  
Primary source docs |  
- Creating realistic characters  
- Incorporating evidence - historical detail  
- Choosing the most significant content  
- Basic research skills  
- Creating a realistic setting | America |
| 7 | Argument Writing | Write arguments to support claims with clear reasons and relevant evidence.  
-Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
-Comparing past cases to current case  
-Choosing strong quotes  
-Paraphrasing quotes  
-Comparing quotes to current case  
-Asking needling questions  
-Connecting to current issues  
-Establish and maintain a formal legal style intended for a court of law. | -Precedent  
-Gathering and choosing strong evidence  
-Writing persuasively  
-Oral presentation | Con Law cases and decisions  
Student work | Constitution Works |
|---|---|---|---|---|
| 7 | Literary Essay | Write arguments to support claims with clear reasons and relevant evidence.  
-Introduce claim(s) organize the reasons and evidence logically.  
-Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources | -Comparing styles  
-Using evidence | Give a Boy a Gun (whole class) | Reading Workshop: Science Fiction and Fantasy Genre Study |
and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

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<tr>
<th>8</th>
<th>Gramm it up</th>
<th>Affect and effect</th>
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<tr>
<td></td>
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<td>Vary sentence length and structure</td>
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<td>Active vs. passive voice</td>
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<td>Review 6/7 skills</td>
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<tr>
<td></td>
<td></td>
<td>- colons and semicolons</td>
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<td>- less and fewer</td>
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<tr>
<th>8</th>
<th>Journal Writing</th>
<th>Write narratives to develop real events using effective technique, relevant descriptive details, and well-structured event sequences.</th>
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<tr>
<td></td>
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<td>- Engage and orient the reader by establishing a context and point of view.</td>
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<td>- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</td>
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Writing notebooks
Examples in published writing

None

Re-launch Writing Workshop
- Set personal goals
- Generate writing territories

Melanin Sun
(whole class)
Sample journals
Teacher samples

Reading Workshop
| 8 | Compare/Contrast Essay | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 create cohesion and 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 style.  
- Provide a concluding statement or section that follows from and supports the information or explanation presented. | - Compare and contrasting experiences  
  - Generalization  
  - Extrapolation | Immigration Narratives | Immigration |
| 8 | Allegory | Write narratives to develop symbolic, imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
-Engage and orient the reader by establishing a context and point of view 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 capture the action and convey experiences and events.  
-Provide a conclusion that follows from and reflects on the narrated experiences or events. | -Symbolism  
-Creating characters | *Animal Farm*  
Short allegories  
Teacher and student work | Capitalism and Communism  
-Big Business  
-Progressive Era  
-Reform |

| 8 | Research Paper | -Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  
-Gather relevant information from multiple print sources.  
-Revise research questions through research process | -Revise research questions through research process | Whole-class WWI research paper  
Individual WWII | WWI and WWII |
and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain an appropriate style for the intended purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or

- Learn information from all sides before formulating thesis statements.
- Gather more information than needed in order choose the most significant information to prove points.
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| **8** | Poetry (using mentor poets to inspire poems) | - Write poetry using effective technique.  
- Use precise words and phrases, relevant descriptive details, and sensory language to capture feelings, scenes, actions or convey experiences and events.  
- Develop a point of view  
- Create a personal voice for clear self-expression  
- Analyze and defend writing choices using mentor texts (poetry, fiction and non-fiction)  
- Identifying and adopting stylistic and linguistic elements  
|   |   | Sample poems Teacher samples |
| Civil Rights |   |   |
| **8** | Portfolio Defense Papers | Write arguments to support claims with clear reasons and relevant evidence.  
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  
- Establish and maintain a formal style.  
- Provide a concluding statement or section that follows from and supports the argument presented.  
- Design your own writing project  
- Developing style and voice  
|   |   | *PRT work  
*Self-selected mentor texts  
*PRT Process |