

Mount Laurel Language Arts Curriculum  
Grade 6

**Writing Unit: Argument Essay**

**Stage 1: Determine the Desired Results**

**Enduring Understanding(s):**

A writer **rereads** a text very closely, paying attention to important details about the characters and thinking about the author's intentions to craft a solid, well-written, and evidence-based essay.

Writers use analysis of the evidence to help readers follow the path of their evidence. Writers need to revise and revisit their essays to make certain they explain the why and the how the evidence connects with, or supports, their claim.

**Essential Question(s):**

How does a student craft a well-developed essay that makes a claim about characters and themes in a text?

How do writers craft a claim about a character that strengthens their position when analyzing compelling evidence about their claim?

**New Jersey Students Learning Standards**

**Students will be able to:**

**New Jersey Student Learning Standards for English Language Arts**

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Production and Distribution of Writing**

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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**Range of Writing**

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Progress Indicators for Writing**

**Text Types and Purposes**

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) and organize the reasons and evidence clearly.
- B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from the argument presented.

**Production and Distribution of Writing**

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. 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.

W.6.6. 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.

**Research to Build and Present Knowledge**

W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8. 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

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bibliographic information for sources.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

W.6.10. 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.

**Anchor Standards for Speaking and Listening Comprehension and Collaboration**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**Progress Indicators for Speaking and Listening**

**Comprehension and Collaboration**

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

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diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2. 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.

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### **Presentation of Knowledge and Ideas**

SL.6.4. 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).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Conventions of Standard English**

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Knowledge of Language**

NJSLSA L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### **Vocabulary Acquisition and Use**

NJSLSA L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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NJSLSA L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

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**Progress Indicators for Language**

**Conventions of Standard English**

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.\*
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
- B. Spell correctly.

**Knowledge of Language**

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 1. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- 2. Maintain consistency in style and tone.\*

**Vocabulary Acquisition and Use**

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L.6.4. 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.

1. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., personification) in context.

2. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
3. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

L.6.6. 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.

## Key Ideas and Details

### Anchor Standards for Reading

### New Jersey Student Learning Standards for English Language Arts

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The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and work force training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**New Jersey Student Learning Standards for English Language Arts**

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

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**Progress Indicators for Reading Literature**

**Key Ideas and Details**

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.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a

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summary of the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**Craft and Structure**

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

**Integration of Knowledge and Ideas**

RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8. (Not applicable to literature)

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RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

**Range of Reading and Level of Text Complexity**

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.

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**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.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.

RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).



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**Craft and Structure**

RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

**Integration of Knowledge and Ideas**

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**New Jersey Student Learning Standards for English Language Arts**

**Range of Reading and Level of Text Complexity**

RI.6.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

**8.1 Educational Technology: Interdisciplinary Connection**

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Integration of 21<sup>st</sup> Century Themes and Skills:**

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

**Stage 2: Assessment Evidence**

**Required Performance Task:**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from research and/or gather appropriate information

**Other Forms of Assessment:**

Pre-assessment of argument writing essay

Multiple drafts of the argument writing essay (pre-writing, rough draft, revising, etc.)

Mini-lesson application and accountability: Student is able to

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<p>from print and digital sources to construct a well-thought out and considered position in order to develop a cohesive argument essay.</p> <p>Your essay needs to:</p> <ul style="list-style-type: none"><li>• marshal/assemble the facts</li><li>• go into depth on the topic</li><li>• present logic</li><li>• be persuasive</li></ul>	<p>effectively apply the mini-lesson concept to his/her writing</p> <p>Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic</p> <p>Productivity: Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas</p> <p>Mechanics: Student can spell high frequency words accurately and use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas</p> <p>Teacher's anecdotal records</p>
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**Stage 3: Learning Plan**

**The Components of a Minilesson**

A writing minilesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A minilesson's components are: Connection, Teaching, Active Engagement, and Link. Each minilesson follows the same architecture.

**Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.

**Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.

**Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.

**Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

**The Architecture of a Conference**

Each conference is unique; however, they nevertheless do have a predictable structure.

**Research:** Observe and interview to understand what the student is trying to do as a writer. Probe to glean more about the student's intentions. Name what the student has already accomplished as a writer and remind the student to do this in future writing.

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**Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.

**Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.

**Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

## UNIT 2

### The Literary Essay: From Character to Compare/Contrast

#### BEND I: Writing Strong Literary Essays

##### Session 1 — Essay Boot Camp

[Chart: Boxes and Bullets for ice cream essay](#)

[Chart: Boxes-and-Bullets Essay Structure](#)

##### Session 2 — Growing Big Ideas from Details about Characters

[Chart: Boxes-and-Bullets Essay Structure](#)

[Chart: Thought Prompts that Help an Essayist Think and Write](#)

[Mentor text: "Raymond's Run"](#)

[Anchor chart: How to Write a Literary Essay About Character](#)

##### Session 3 — Writing to Discover What a Character Really Wants

[Chart: Thought Prompts that Help an Essayist Think and Write](#)

[FIG 3-2 Sarah's piece on "Popularity"](#)

##### Session 4 — Crafting Claims

[FIG. 4-3 Annotated and illustrated essay on "The Three Little Pigs"](#)

[Anchor chart: How to Write a Literary Essay About Character](#)

##### Session 5 — Conveying Evidence: Summarizing, Storytelling, and Quoting

[Chart: A character is. . .](#)

[Anchor chart: How to Write a Literary Essay About Character](#)

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**Session 6 — Studying a Mentor Text to Construct Literary Essays**

[Chart: Things to Look for When Annotating a Mentor Text](#)

[Teacher writing exemplar: Literary Essay about Character](#)

[Student writing exemplar: Yuko's mentor](#)

[Chart: Essay Outline](#)

[Argument Writing Checklist, Grades 5 and 6](#)

**Session 7 — Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence**

[Chart: Ways to Analyze Evidence](#)

**BEND II: Elevating the Complexity of Literary Essays**

**Session 8 — Looking for Themes in the Trouble of a Text**

[Mentor Text: "Raymond's Run"](#)

[Student writing exemplar: Yuko's mentor](#)

[Chart: Motivations, Problems, and Lessons](#)

[Anchor chart: How to Write a Theme-Based Literary Essay](#)

**Session 9 — Drafting Using All that You Know**

[Teacher writing exemplar: Theme-based essay](#)

[Argument Writing Checklist, Grades 5 and 6](#)

**Session 10 — First Impressions and Closing Remarks**

[Chart: Revision Strategies](#)

[Chart: Alternative Ways to Conclude an Essay](#)

[Anchor chart: How to Write a Theme-Based Literary Essay](#)

**Session 11 — Quoting Texts**

[Two Quotes from "Raymond's Run"](#)

[FIG. 11-1 Hilda's paragraph, before adding excerpts](#)

[FIG. 11-2 Hilda's paragraph, after adding excerpts](#)

**Session 12 — Editing Inquiry Centers**

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[Chart: Punctuating Quotations](#)

**BEND III: Writing Compare-and-Contrast Essays**

**Session 13 — Building the Muscles to Compare and Contrast**

[FIG 13-1 Julia's piece on Central Park and Grand Central Station](#)

[Anchor Chart: Tips for Comparing and Contrasting](#)

**Session 14 — Comparing and Contrasting Themes across Texts**

[Teacher writing exemplar: Comparative essay](#)

[Mentor Text: "Raymond's Run"](#)

[Chart: Literary Language](#)

[Anchor Chart: Tips for Comparing and Contrasting](#)

[Anchor chart: How to Write a Compare-and-Contrast Literary Essay](#)

**Session 15 — Applying What You Have Learned in the Past to Today's Revision Work**

[Chart: Revision Strategies](#)

[Anchor Chart: How to Write a Literary Essay About Character](#)

[Anchor Chart: How to Write a Theme-Based Literary Essay](#)

[Anchor Chart: Tips for Comparing and Contrasting](#)

[Anchor Chart: How to Write a Compare-and-Contrast Literary Essay](#)

**Session 16- Identifying Run-Ons and Sentence Fragments**

**Session 17 — Celebrating Literary Essays**

[FIG. 17-1 Evmorfia's final essay](#)

[FIG. 17-2 Sahm's final essay](#)

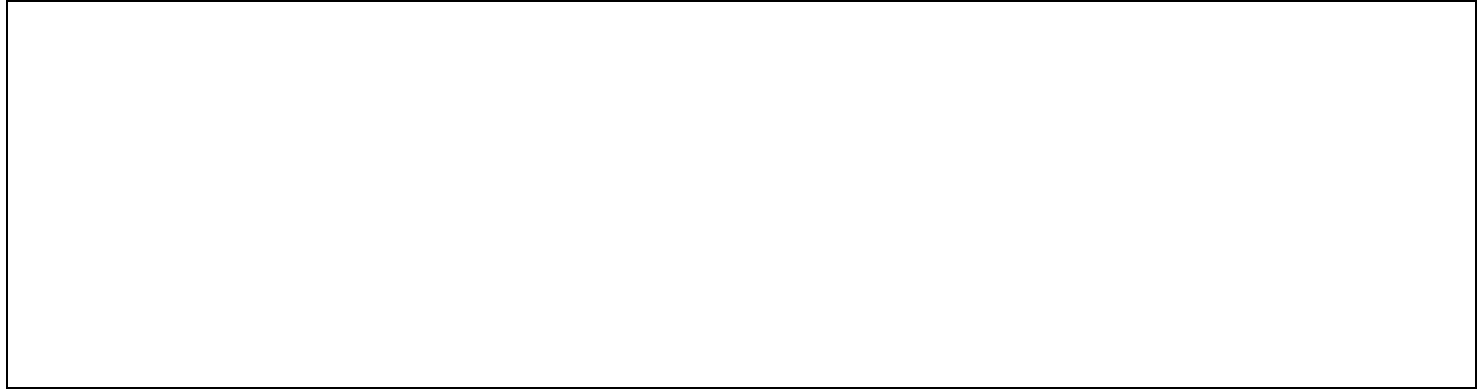
[FIG. 17-3 Shakira's final essay](#)

[FIG. 17-4 Autumn's final essay](#)

[FIG. 17-5 Amerie's compare/contrast essay](#)

[FIG. 17-6 Julia's final essay](#)

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**Modifications**

**Special Education:**

- Use Research, Decide, Teach, Link methodology during conferring with students
- Teacher models own writing
- Show additional number of samples/examples
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Chunk mini-lessons over a number of days
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Chunk reading material
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information
- Provide individual copies of the student's writing checklists
- Use sentence frames to promote student's thinking and writing (this is found in Lucy's Units)

**English Language Learners (ELLs):**

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

**Students at Risk of School Failure:**

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works

**Gifted Students:**

- Use Flexible grouping
- Give Independent projects
- Differentiate product assignments
- Offer student choice
- Use multiple intelligence options

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| <ul style="list-style-type: none"><li>● Create the Opportunity to Learn strategies</li><li>● Build lessons around student interests</li></ul> | <ul style="list-style-type: none"><li>● Provide opportunities to research (Individual/Group)</li><li>● Focus on Habits of Mind</li><li>● Focus on Webb's Depth of Knowledge - Emphasis on Level 4</li></ul> |
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**Core Instructional Materials:**

- *Calkins Units of Study in Writing* Program 2014 edition
- Newsela.com for leveled texts
- Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod