6th Grade ELA--Writing Curriculum

Course Description: 6th grade English Language Arts is a course that focuses on creating thoughtful readers and writers. The reading portion of this course emphasizes student reading comprehension across literature and informational text while utilizing a variety of strategies. The writing portion has students compose narratives as well as expository and argumentative pieces with additional focus on research, language, speaking and listening, and multimedia integration. The ultimate goal is to produce life-long readers and writers who can be successful in future endeavors.

Scope and Sequence:

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<th>Instructional Topics</th>
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<tr>
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<td>Workshops</td>
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<tr>
<td>11 Writer’s</td>
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<td>Topic 3: Finalizing Writing Process</td>
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</table>
Curriculum Revision Tracking

- Units 2 and 3 were switched in order, and experiences within were revised.
- Unit 4: Added Topic 3: Finalizing the Writing Process
Unit 1: Intro. to Writer’s Workshop & Language

Subject: ELA
Grade: 6
Name of Unit: Intro. to Writer’s Workshop & Language
Length of Unit: 10 Writer’s Workshops

Overview of Unit: Students will be introduced to writer’s workshop and develop a general understanding of conventions, with an emphasis in pronouns.

Priority Standards for unit:

- L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*
- L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting Standards for unit:

- L.6.1.B Use intensive pronouns (e.g., myself, ourselves).
- L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
• 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 bibliographic information for sources.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronouns are proper case (subjective, objective, possessive)</td>
<td>ensure</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>inappropriate shifts in pronoun number and person</td>
<td>recognize</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>inappropriate shifts in pronoun number and person</td>
<td>correct</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>vague pronouns</td>
<td>recognize</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>vague pronouns</td>
<td>correct</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>sentence pattern for meaning, reader/listener interest, and style</td>
<td>vary</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>routinely over extended and shorter time frames</td>
<td>write</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>for a range of discipline-specific tasks, purposes, and audiences</td>
<td>write</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What are the various types of pronouns? How do writers use pronouns correctly?
2. How do writers vary sentence patterns for meaning, reader’s interest, and style?
3. Why do we write?
4. How do we improve our writing?

**Enduring Understanding/Big Ideas:**
1. The various types of pronouns are: subjective, objective, possessive, intensive, and vague. Writers ensure that pronouns are: the proper case, used correctly according to type and number of nouns, and are specific.
2. Writers vary sentence length, style (complex vs. simple), and word choice.
3. Writers write to communicate thoughts, feelings, and ideas.
4. Writer’s write routinely over extended and shorter periods of time for a range of tasks, purposes, and audiences.

Board Approved: June 25, 2015
Revised: April, 2016
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>stamina</td>
<td>writer’s workshop</td>
</tr>
<tr>
<td>plagiarism</td>
<td>pronouns</td>
</tr>
<tr>
<td>paraphrasing</td>
<td>subjective pronouns</td>
</tr>
</tbody>
</table>

### Resources for Vocabulary Development:

(Quality Tools/Strategies)
Engaging Experience 1

Title: Setting-Up Writer’s Workshop

Suggested Length of Time: 5 Writer’s Workshops

Standards Addressed

Priority:
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting:
- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)
- 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.

Detailed Description/Instructions: Setting up Writer’s Notebooks; Teacher/Student Expectations; Idea Generation; Flash Writing

Bloom’s Levels: Apply

Webb’s DOK: 2

Rubric: To be created
Engaging Experience 1

Title: Subjective, Objective, Possessive Pronouns

Suggested Length of Time: 1-2 Writer’s Workshops

Standards Addressed

Priority:

- L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting:

- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.

Detailed Description/Instructions: Note-taking; No Red Ink; Grammar book; Practice in personal writing

Bloom’s Levels: Apply

Webb’s DOK: 1

Rubric: To be created
Engaging Experience 2
Title: Intensive Pronouns
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:
- L.6.1.B Use intensive pronouns (e.g., *myself, ourselves*).
- L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting:
- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.

Detailed Description/Instructions: Note-taking; No Red Ink; Grammar book; Practice in personal writing

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 3
Title: Vague Pronouns
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:
- L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*
- L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting:
- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.

Detailed Description/Instructions: Note-taking; No Red Ink; Grammar book; Practice in personal writing

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 1
Title: Using Punctuation
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Supporting:
- L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- 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.
- L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.

Detailed Description/Instructions: Note-taking; No Red Ink; Grammar book; Practice in personal writing

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Engaging Experience 2
Title: Vary Sentence Patterns
Suggested Length of Time: 1 writer’s workshop

Standards Addressed

Priority:
- L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.*
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

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

Detailed Description/Instructions: Note-taking; No Red Ink; Grammar book; Practice in personal writing

Bloom’s Levels: Apply
Webb’s DOK: 1
Rubric: To be created
Topic 4: Paraphrasing/Plagiarism

Engaging Experience 1
Title: Paraphrasing (how to not plagiarize)
Suggested Length of Time: 2 Writer’s Workshops

Standards Addressed
Priority:
- W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.E Establish and maintain a formal style.
- 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 bibliographic information for sources.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Practice paraphrasing on a teacher-created activity/worksheet; students paraphrase the research they found

Bloom’s Levels: Understand
Webb’s DOK: 4
Rubric: To be created
Engaging Scenario

You are the editor of a newspaper and the following article has been submitted for your review. Rewrite the piece correctly using pronouns, varying sentence patterns, and following basic rules of conventions.
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<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<td>Introduction to Writer’s Workshop</td>
<td>Setting Up Writer’s Workshop</td>
<td>Setting up Writer’s Notebooks; Teacher/Student Expectations; Idea Generation; Flash Writing</td>
<td>5 Writer’s Workshops</td>
</tr>
<tr>
<td><strong>LANGUAGE/SENTENCE LESSONS</strong></td>
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<tr>
<td>These lessons will be intertwined with the introduction of writer’s workshop as mini lessons</td>
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<tr>
<td>Language</td>
<td>Subjective, Objective, Possessive Pronouns</td>
<td>Note-taking; No Red Ink; Grammar book; Practice in personal writing</td>
<td>1-2 Writer’s Workshops</td>
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<tr>
<td>Language</td>
<td>Intensive Pronouns</td>
<td>Note-taking; No Red Ink; Grammar book; Practice in personal writing</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Language</td>
<td>Vague Pronouns</td>
<td>Note-taking; No Red Ink; Grammar book; Practice in personal writing</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Sentences</td>
<td>Using Punctuation</td>
<td>Note-taking; No Red Ink; Grammar book; Practice in personal writing</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Sentences</td>
<td>Vary Sentence Patterns</td>
<td>Note-taking; No Red Ink; Grammar book; Practice in personal writing</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Paraphrasing</td>
<td>practice paraphrasing on a teacher-created activity/worksheet; students paraphrase the research they find</td>
<td>2 Writer’s Workshops</td>
</tr>
</tbody>
</table>
Unit 2: Research & Argumentative Writing

Subject: ELA  
Grade: 6th  
Name of Unit: Research & Argumentative Writing  
Length of Unit: 8-10 Writer’s Workshops  
Overview of Unit: Students will go through the writing process to produce an effective argumentative piece that includes all elements of an argumentative essay and relevant evidence gathered from multiple sources.

Priority Standards for unit:

- W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.D Establish and maintain a formal style.
- W.6.1.E Provide a concluding statement or section that follows from the argument presented.
- 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 bibliographic information for sources.

Supporting Standards for unit:

- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- 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 bibliographic information for sources.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.
- ISTE Standard 3--Research and information fluency: Students apply digital tools to gather, evaluate, and use information.
- ISTE Standard 4--Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
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<tbody>
<tr>
<td>claim</td>
<td>introduce</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>reasons &amp; evidence</td>
<td>organize</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>claim with clear reasons and relevant evidence</td>
<td>support</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>credible sources</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>topic or text</td>
<td>demonstrate understanding</td>
<td>Analyze</td>
<td>3</td>
</tr>
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<td>words, phrases, and clauses</td>
<td>use</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>relationships among claims and reasons</td>
<td>clarify</td>
<td>Analyze</td>
<td>3</td>
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<td>establish</td>
<td>Analyze</td>
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<tr>
<td>formal style</td>
<td>maintain</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>concluding statement</td>
<td>provide</td>
<td>Analyze</td>
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<td>gather</td>
<td>Analyze</td>
<td>4</td>
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<tr>
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<td>assess</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>data</td>
<td>quote or paraphrase</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>conclusions of others</td>
<td>quote or paraphrase</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>plagiarism</td>
<td>avoid</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>basic bibliographic information</td>
<td>provide</td>
<td>Apply</td>
<td>1</td>
</tr>
</tbody>
</table>
Essential Questions:
1. How do writers construct an effective argumentative piece?

Enduring Understanding/Big Ideas:
1. Writers construct effective argumentative pieces by including: claim, reasons & evidence, information from credible sources, formal style, and conclusion.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
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<tbody>
<tr>
<td>introduction</td>
<td>argument</td>
</tr>
<tr>
<td>conclusion</td>
<td>claim</td>
</tr>
<tr>
<td>credible source</td>
<td>reasons</td>
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<td>relevant</td>
<td>evidence</td>
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<td>support</td>
<td>formal style</td>
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<td></td>
<td>Writing Process</td>
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<tr>
<td></td>
<td>Pre-write/Brainstorm</td>
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<tr>
<td></td>
<td>Draft</td>
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<tr>
<td></td>
<td>Revise</td>
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<tr>
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<td>Edit</td>
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<td></td>
<td>Publish</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development: Use quality tools
Engaging Experience 1
Title: Boxes & Bullets
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:
- W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.D Establish and maintain a formal style.
- 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 bibliographic information for sources.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Develop claim with relevant reasons and credible evidence; possible introduction lesson: Lucy Calkins Session 1 using “The Three Little Pigs” to flash draft a sample literary essay; Teachers may choose to use another day to draft a second literary piece (e.g. “True Story of the Three Little Pigs”)

Bloom’s Levels: Analyze
Webb’s DOK: 3
Rubric: To be created

Board Approved: June 25, 2015
Revised: April, 2016
Engaging Experience 2
Title: Conducting Research
Suggested Length of Time: 2 Writer’s Workshops
Standards Addressed

Priority:

• W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.

• 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 bibliographic information for sources.

Supporting:

• W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

• 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.

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

• W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Students will conduct small research projects (1 paragraph in length); Address key words for conducting online searches; paraphrases; reliable/credible sources; citing sources; identifying appropriate information for chosen topic; option to teach research within the context of the chosen argumentative essay topic (see Topic 2 for brainstorming and research lessons specific to argumentative writing)

Bloom’s Levels: Understand & Evaluate
Webb’s DOK: 2 & 4
Rubric: To be created

Board Approved: June 25, 2015
Revised: April, 2016
Topic 2: Elements of Traditional Argumentative Writing

Engaging Experience 1
Title: Choosing a Topic
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:

● W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

Supporting:

● 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 bibliographic information for sources.

● W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Students brainstorm to choose a real-world topic to research and construct a traditional argumentative essay

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Developing Claims & Reasons
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:

● W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

● W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Supporting:

● W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Choose final topic from brainstorming activity; develop claim and reasons to support claim

Bloom’s Levels: Analyze

Webb’s DOK: 3

Rubric: To be created

Engaging Experience 3

Title: Finding Evidence to Support Reasons

Suggested Length of Time: 2-3 Writer’s Workshops

Standards Addressed

Priority:
- W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- 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 bibliographic information for sources.

Supporting:
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- 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 bibliographic information for sources.
W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Students research to find evidence to support their reasons; Students will paraphrase their research

**Bloom’s Levels:** Analyze & Understand

**Webb’s DOK:** 2-4

**Rubric:** To be created
Engaging Experience 1

Title: Identify Parts of Argumentative Essay & Draft

Suggested Length of Time: 2 Writer’s Workshop

Standards Addressed

Priority:
- W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.D Establish and maintain a formal style.
- W.6.1.E Provide a concluding statement or section that follows from the argument presented.
- 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 bibliographic information for sources.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- 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 bibliographic information for sources.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Board Approved: June 25, 2015
Revised: April, 2016
Detailed Description/Instructions: Study mentor texts to look at organization of argumentative essays (claim, reasons, evidence); Students will begin drafting their essays using their research

Bloom’s Levels: Analyze, Understand, Apply

Webb’s DOK: 2-4

Rubric: To be created

Engaging Experience 2

Title: Revise/Edit/Publish

Suggested Length of Time: 2 Writer’s Workshops

Standards Addressed

Priority:
- W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.C Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.1.D Establish and maintain a formal style.
- W.6.1.E Provide a concluding statement or section that follows from the argument presented.
- 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 bibliographic information for sources.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
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- 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 bibliographic information for sources.

- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Using checklists, students will revise, edit, format, and publish for a final draft.

**Bloom’s Levels:** Analyze, Understand, Apply

**Webb’s DOK:** 2-4

**Rubric:** To be created
Engaging Scenario

Think of a topic or issue you care about, an issue about which you have a very strong opinion. You will need to write your opinion or claim and argue why is it right, telling reasons why you feel that way. In your writing, make sure you:

- Write an introduction
- State your claim
- Give reasons and evidence
- Organize your writing
- Acknowledge counterclaims
- Use transition words
- Write a conclusion

Rubric for Engaging Scenario: To be created
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Boxes &amp; Bullets</td>
<td>Organizing researched information option: Lucy Calkins Session 1 using “The Three Little Pigs” to flash draft a sample literary essay; Teachers may choose to use another day to draft a second literary piece (e.g. “True Story of the Three Little Pigs”)</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Research</td>
<td>Conducting Research</td>
<td>Students will conduct small research projects (1 paragraph in length); Address key words for conducting online searches; paraphrases; reliable/credible sources; citing sources; identifying appropriate information for chosen topic</td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td>Elements of Traditional Argumentative Writing</td>
<td>Choosing a Topic</td>
<td>Students brainstorm to choose a real-world topic to research and construct a traditional argumentative essay</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Elements of Traditional Argumentative Writing</td>
<td>Developing Claims &amp; Reasons</td>
<td>Choose final topic from brainstorming activity; develop claim and reasons to support claim</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Elements of Traditional</td>
<td>Finding Evidence to Support Reasons</td>
<td>Students research to find evidence to support their</td>
<td>2-3 Writer’s Workshop</td>
</tr>
</tbody>
</table>

Board Approved: June 25, 2015
Revised: April, 2016
<table>
<thead>
<tr>
<th>Argumentative Writing</th>
<th>reasons; Students will paraphrase their research</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Process</strong></td>
<td><strong>Identify Parts of Argumentative Essay/Draft</strong></td>
</tr>
<tr>
<td></td>
<td>Study mentor texts to look at organization of argumentative essays (claim, reasons, evidence); Students will begin drafting their essays using their research</td>
</tr>
<tr>
<td></td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td><strong>Revise/Edit/Publish</strong></td>
</tr>
<tr>
<td></td>
<td>Using checklists, students will revise, edit, format, and publish for a final draft.</td>
</tr>
<tr>
<td></td>
<td>2 Writer’s Workshops</td>
</tr>
</tbody>
</table>
Unit 3: Informational Writing

Subject: ELA
Grade: 6th
Name of Unit: Informational Writing
Length of Unit: 11 Writer’s Workshops
Overview of Unit: Students will go through the writing process to produce an effective informational piece that includes all elements of an informational essay and relevant information gathered from multiple sources.

Priority Standards for unit:
● W.6.2.A Introduce a topic; 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.
● W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
● W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
● W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
● W.6.2.E Establish and maintain a formal style.
● W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.
● 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 bibliographic information for sources.
● W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Supporting Standards for unit:
● W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
● 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.
- **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.10** 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 discipline-specific tasks, purposes, and audiences.
- **ISTE Standard 3**—Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- **ISTE Standard 5**—Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>introduce</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>ideas, concepts, information</td>
<td>organize</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>formatting, graphics, and multimedia when useful to aiding comprehension</td>
<td>include</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>topic</td>
<td>develop</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>Transitions</td>
<td>use</td>
<td>Analyzing</td>
<td>2</td>
</tr>
<tr>
<td>relationships among ideas and concepts</td>
<td>clarify</td>
<td>Analyzing</td>
<td>4</td>
</tr>
<tr>
<td>precise language and domain-specific vocabulary</td>
<td>use</td>
<td>Analyzing</td>
<td>2</td>
</tr>
<tr>
<td>Topic</td>
<td>inform or explain</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>formal style</td>
<td>establish</td>
<td>Analyzing</td>
<td>2</td>
</tr>
<tr>
<td>formal style</td>
<td>maintain</td>
<td>Analyzing</td>
<td>2</td>
</tr>
<tr>
<td>concluding statement or section</td>
<td>provide</td>
<td>Analyzing</td>
<td>3</td>
</tr>
<tr>
<td>relevant information</td>
<td>gather</td>
<td>Analyzing</td>
<td>4</td>
</tr>
<tr>
<td>Credibility</td>
<td>assess</td>
<td>Analyzing</td>
<td>4</td>
</tr>
<tr>
<td>Data</td>
<td>quote or paraphrase</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>conclusions of others</td>
<td>quote or paraphrase</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>avoid</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>basic bibliographic information</td>
<td>provide</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Evidence</td>
<td>draw</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>analysis, reflection, and research</td>
<td>support</td>
<td>Evaluate/Understand</td>
<td>4</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How do writers construct an effective informational piece?

**Enduring Understanding/Big Ideas:**
1. Writers construct an effective informational piece by including: a focused topic, thesis, and relevant information from credible sources, formal style, and conclusion.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusion</td>
<td>informational text</td>
</tr>
<tr>
<td>relevant/reliable</td>
<td>thesis</td>
</tr>
<tr>
<td>credible source</td>
<td>topic sentence</td>
</tr>
<tr>
<td>transitions</td>
<td>formal style</td>
</tr>
<tr>
<td></td>
<td>Writing Process</td>
</tr>
<tr>
<td></td>
<td>Pre-write/Brainstorm</td>
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<tr>
<td></td>
<td>Draft</td>
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<tr>
<td></td>
<td>Revise</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
</tr>
<tr>
<td></td>
<td>Publish</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Use quality tools
Topic 1: Planning/Gathering for Informational Writing

Engaging Experience 1
Title: Choosing a Topic
Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:

- W.6.2.A Introduce a topic; 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.

Supporting:

- 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 bibliographic information for sources.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Students brainstorm to choose a real-world topic to research and construct a traditional informational essay; develop thesis statement

Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Note-Taking/R
Suggested Length of Time: 2 Writer’s Workshop

Standards Addressed

Priority:

- W.6.2.A Introduce a topic; 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.
- W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
• W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
• W.6.2.E Establish and maintain a formal style.
• 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 bibliographic information for sources.

Supporting:
• 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
• 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.
• W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
• W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Students will research and take notes on a chosen informational topic (may choose box and bullet strategy from Unit 2)

Bloom’s Levels: Analyze & Understand

Webb’s DOK: 3 & 4

Rubric: To be created
Engaging Experience 1
Title: Flash Draft/Skeleton Draft
Suggested Length of Time: 2 Writer’s Workshops

Standards Addressed

**Priority:**

- W.6.2.A Introduce a topic; 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.
- W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.E Establish and maintain a formal style.
- W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.
- 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 bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Supporting:**

- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
• W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

• W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Teacher modeling for process of flash drafting; develop topic sentences; organize research with key points

**Bloom’s Levels:** Analyze, Understand, Apply, Evaluate

**Webb’s DOK:** 2-4

**Rubric:** To be created

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**Engaging Experience 2**

**Title:** Variety of Elaborative Techniques

**Suggested Length of Time:** 1 Writer’s Workshop

**Standards Addressed**

**Priority:**

• W.6.2.A Introduce a topic; 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.

• W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

• W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.

• W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

• W.6.2.E Establish and maintain a formal style.

• W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.

• 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 bibliographic information for sources.

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

**Supporting:**

• W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Model elaborating on evidence to explain how it supports the thesis; students will work on elaboration in their drafts

**Bloom’s Levels:** Analyze, Understand, Apply, Evaluate

**Webb’s DOK:** 2-4

**Rubric:** To be created

**Engaging Experience 4**

**Title:** Revise/Edit/Publish

**Suggested Length of Time:** 2 Writer’s Workshop

**Standards Addressed**

**Priority:**

- W.6.2.A Introduce a topic; 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.
- W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.6.2.E Establish and maintain a formal style.
- W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.
- 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 bibliographic information for sources.

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

**Supporting:**

- **W.6.4** Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- **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.
- **W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.10** 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Using checklists, students will revise, edit, format, and publish for a final draft.

**Bloom’s Levels:** Analyze, Understand, Apply, Evaluate

**Webb’s DOK:** 2-4

**Rubric:** To be created
Engaging Scenario

Think of a topic that you’ve studied or that you know a lot about. During your next block, you will write an informational or explanatory text that teaches others interesting and important information and ideas about this topic. If you want to find and use information from a book or another outside source, you may bring that with you next block. Please keep in mind that you’ll have one block to complete this, so you will need to plan, draft, revise, and edit in one sitting. Write in such a way that shows all you know about information or explanatory writing.

In your writing, make sure you:

● Write an introduction
● Elaborate with a variety of information
● Organize your writing
● Use transition words
● Write a conclusion

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning &amp; Gathering for Informational Writing</td>
<td>Choosing a Topic</td>
<td>Students brainstorm to choose a real-world topic to research and construct a traditional informational essay; develop thesis</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Planning &amp; Gathering for Informational Writing</td>
<td>Note-Taking/Research on Informational Topic</td>
<td>Students will research and take notes on a chosen informational topic (may choose box and bullet strategy from Unit 2)</td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td>Writing Process</td>
<td>Flash Draft/Skeleton Draft</td>
<td>Teacher modeling for process of flash drafting; develop thesis; develop topic sentences; organize research with key points</td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td>Writing Process</td>
<td>Variety of Elaborative Techniques</td>
<td>Model elaborating on evidence to explain how it supports the thesis; students will work on elaboration in their drafts</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Writing Process</td>
<td>Revise/Edit/Publish</td>
<td>Using checklists, students will revise, edit, format, and publish for a final draft.</td>
<td>2 Writer’s Workshops</td>
</tr>
</tbody>
</table>
Unit 4: Narratives of Real or Imagined Experiences

Subject: ELA
Grade: 6th
Name of Unit: Narrative Writing
Length of Unit: 11 Writer’s Workshops
Overview of Unit: Students will write a fiction or personal narrative, utilizing narrative techniques and format.

Priority Standards for unit:
- W.6.3.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.
- W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

Supporting Standards for unit:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the reader</td>
<td>engage</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>the reader</td>
<td>orient</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>a narrator and/or characters</td>
<td>introduce</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>a context</td>
<td>establish</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>event sequence that unfolds naturally</td>
<td>organize</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Dialogue</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Pacing</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>description</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>experiences, events, and/or characters</td>
<td>develop</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>transition words</td>
<td>use</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>phrases</td>
<td>use</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>Clauses</td>
<td>use</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>sequence</td>
<td>convey</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>signal shifts</td>
<td>convey</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>precise words &amp; phrases</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>descriptive details</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>sensory language</td>
<td>use</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>experiences &amp; events</td>
<td>convey</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>conclusion</td>
<td>provide</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do writers construct an effective narrative?

**Enduring Understanding/Big Ideas:**
1. Writers construct effective narratives by including: plot, dialogue, sequence, leads, conclusions, specific words and phrases, descriptive techniques, and transitions.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Narrative Writing</td>
</tr>
<tr>
<td>Plot (conflict)</td>
<td>Dialogue</td>
</tr>
<tr>
<td>Narrator</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Character</td>
<td>Lead</td>
</tr>
<tr>
<td>Sequence</td>
<td>Transition Words</td>
</tr>
<tr>
<td></td>
<td>Sensory Details</td>
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<tr>
<td></td>
<td>Writing Process</td>
</tr>
<tr>
<td></td>
<td>Pre-write/Brainstorm</td>
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<tr>
<td></td>
<td>Draft</td>
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<td></td>
<td>Revise</td>
</tr>
<tr>
<td></td>
<td>Edit</td>
</tr>
<tr>
<td></td>
<td>Publish</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:** Use quality tools
Engaging Experience 1
Title: Mentor Text & Flash Draft
Suggested Length of Time: 3 Writer’s Workshops
Standards Addressed
  Priority:
  ● W.6.3.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.
  Supporting:
  ● W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
  ● W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instruction: Provide mentor text(s) to use & annotate throughout the unit looking for narrative techniques being taught, students write multiple ‘flash drafts’ to get fiction and personal narrative ideas on paper, students get a completed narrative rough draft by end of third day

Bloom’s Levels: Analyze
Webb’s DOK: 2-3
Rubric: To be created
Topic 2: Narrative Techniques

Engaging Experience 1
Title: Plot Elements
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
- W.6.3.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.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Study plot elements in mentor texts. Students will identify plot elements in their rough draft and revise as need to include all parts.

Bloom’s Levels: Analyze
Webb’s DOK: 2-3
Rubric: To be created

Engaging Experience 2
Title: Types of Leads
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
- W.6.3.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.

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

Board Approved: June 25, 2015
Revised: April, 2016
• 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

• W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Study various types of leads in mentor texts. Students will write multiple types of leads for their rough draft, then revise their draft to reflect their new chosen lead.

Bloom’s Levels: Analyze

Webb’s DOK: 2-3

Rubric: To be created

Engaging Experience 3

Title: Using Sensory Details

Suggested Length of Time: ½ Writer’s Workshop

Standards Addressed

Priority:

• W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Supporting:

• W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

• W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Study sensory details in mentor texts. Students will identify sensory details in their rough draft and revise as needed to add sensory details.

Bloom’s Levels: Analyze

Webb’s DOK: 2-3

Rubric: To be created

Board Approved: June 25, 2015

Revised: April, 2016
**Engaging Experience 4**

**Title:** Using Transitions

**Suggested Length of Time:** ½ Writer’s Workshop

**Standards Addressed**

**Priority:**
- W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**Supporting:**
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Study transitions in mentor texts. Students will identify transitions in their rough draft and revise as needed to include all parts.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2-3

**Rubric:** To be created

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**Engaging Experience 5**

**Title:** Zooming In & Zooming Out

**Suggested Length of Time:** 1 Writer’s Workshop

**Standards Addressed**

**Priority:**
- W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**Supporting:**
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Study how details were zoomed-in and zoomed-out in mentor texts. Students will identify how they zoom-in and zoom-out in their rough draft and revise as needed.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2-3

**Rubric:** To be created

**Engaging Experience 6**

**Title:** Using Dialogue

**Suggested Length of Time:** 1 Writer’s Workshop

**Standards Addressed**

**Priority:**
- W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**Supporting:**
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Study formatting of dialogue in mentor texts. Students will use an appropriate balance of properly formatted dialogue in their rough draft.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2-3

**Rubric:** To be created
Engaging Experience 7
Title: Paragraphing
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
- W.6.3.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.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Study paragraphing in mentor texts. Students will identify paragraphs in their rough draft and revise as needed to create effective paragraphing.

Bloom’s Levels: Analyze
Webb’s DOK: 2-3
Rubric: To be created

Engaging Experience 8
Title: Conclusion
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
- W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

- W.6.10 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 discipline-specific tasks, purposes, and audiences.

**Detailed Description/Instructions:** Students will study various types of conclusions in mentor texts. Students will write multiple types of conclusions for their rough draft, then revise their draft to reflect their new chosen conclusion.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2-3

**Rubric:** To be created
Engaging Experience 1
Title: Revise, Edit, & Publish
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
- W.6.3.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.
- W.6.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

Supporting:
- W.6.4 Produce clear and coherent writing in which the development, organization, 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
- 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.
- W.6.10 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 discipline-specific tasks, purposes, and audiences.

Detailed Description/Instructions: Students will use checklist or other guiding tool to revise, edit, format, and publish final draft of narrative piece.

Bloom’s Levels: Analyze
Webb’s DOK: 2-3
Rubric: To be created
I’m really eager to understand what you can do as writers of narratives, of stories. Today you will write the best narrative, the best story that you can write. You may choose to write a true story – a personal narrative – or a fictional story. You might focus on just a scene or two of a longer story. You’ll have only one block to write this story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

- Write a beginning for your story
- Use transition words to tell what happened in order
- Elaborate to help readers picture your story
- Show what your story is really about
- Write an ending for your story

Rubric for Engaging Scenario: To be created
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composing Rough Draft</td>
<td>Mentor Text/Flash Draft</td>
<td>provide mentor text(s) to use &amp; annotate throughout the unit looking for narrative techniques being taught, students write multiple ‘flash drafts’ to get fiction and personal narrative ideas on paper, students get a completed narrative rough draft by end of third day</td>
<td>3 Writer’s Workshops</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Plot Elements</td>
<td>Study plot elements in mentor texts. Students will identify plot elements in their rough draft and revise as needed to include all parts.</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Lead</td>
<td>Study various types of leads in mentor texts. Students will write multiple types of leads for their rough draft, then revise their draft to reflect their new chosen lead.</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Sensory Details</td>
<td>Study sensory details in mentor texts. Students will identify sensory details in their rough draft and revise as needed to add sensory details.</td>
<td>½ Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Transitions</td>
<td>Study transitions in mentor texts. Students will identify transitions in their rough draft and revise as needed to include all parts.</td>
<td>½ Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Zooming In/Zooming Out</td>
<td>Study how details were zoomed-in and zoomed-out in mentor texts. Students will identify how they</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Dialogue</td>
<td>Study formatting of dialogue in mentor texts. Students will use an appropriate balance of properly formatted dialogue in their rough draft.</td>
<td>1 Writer’s Workshop</td>
</tr>
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</tr>
<tr>
<td>Narrative Techniques</td>
<td>Paragraphing</td>
<td>Study paragraphing in mentor texts. Students will identify paragraphs in their rough draft and revise as needed to create effective paragraphing.</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Narrative Techniques</td>
<td>Conclusion</td>
<td>Study various types of conclusions in mentor texts. Students will write multiple types of conclusions for their rough draft, then revise their draft to reflect their new chosen ending.</td>
<td>1 Writer’s Workshop</td>
</tr>
<tr>
<td>Finalizing Writing Process</td>
<td>Revise/Edit/Publish</td>
<td>Using checklists, students will revise, edit, format, and publish for a final draft.</td>
<td>1 Writer’s Workshop</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.

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