6th Grade SPED Resource ELA--Writing Curriculum

Course Description: 6th Grade English Language Arts--Writing 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/expository text while utilizing a variety of strategies. The writing portion has students compose narratives as well as informational/expository and argumentative pieces with additional focus on research, language, speaking and listening, and multimedia integration. The ultimate goal is to produce lifelong readers and writers who can be successful in future endeavors.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 Writer’s</td>
<td>Introduction to Writer’s Workshop and Informational/</td>
<td>Topic 1: Introduction to Writer’s Workshop</td>
</tr>
<tr>
<td>Workshops</td>
<td>Workshop and Expository Writing</td>
<td>Topic 2: Research and Informational/Expository Structures</td>
</tr>
<tr>
<td>30-35 Workshops</td>
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<tr>
<td></td>
<td>Argumentative Writing</td>
<td>Topic 1: Research &amp; Elements of Argumentative Writing</td>
</tr>
<tr>
<td>20-25 Writer’s</td>
<td>Narrative Writing</td>
<td>Topic 1: Elements of Narrative Writing</td>
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<tr>
<td>Workshops</td>
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<tr>
<td>25 Writer’s</td>
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<td>Workshops</td>
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<td>25-30 Workshops</td>
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<tr>
<td>10-15 Workshops</td>
<td>Blended Writing and Public Speaking</td>
<td>Topic 1: Blended Writing</td>
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<td>Topic 2: Public Speaking</td>
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</tbody>
</table>

*This document contains the entire 6th Grade English Language Arts—Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the 6th Grade SPED Resource English Language Arts—Writing class.*
<table>
<thead>
<tr>
<th>Conventions</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Parts of speech (noun, verb, adjective, adverb, pronoun)</td>
<td>• Sentence families (simple, compound, complex)</td>
<td>• Complex-compound sentences (how to combine)</td>
</tr>
<tr>
<td></td>
<td>• Complete sentences</td>
<td>• Conjunctions</td>
<td>• Gerunds</td>
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<td></td>
<td>• Fragment sentences</td>
<td>• Verb Tense</td>
<td>• Participles</td>
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<td></td>
<td>• Run-on sentences</td>
<td>• Coordinate Adjectives</td>
<td>• Infinitives</td>
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<tr>
<td></td>
<td>• Capitalization</td>
<td>• Clauses and phrases</td>
<td>• Verbs</td>
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<tr>
<td></td>
<td>o First word of a sentence</td>
<td>• Modifiers (dangling and misplaced)</td>
<td>• Active vs. Passive Voice</td>
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<tr>
<td></td>
<td>o Proper nouns</td>
<td>• Quotations</td>
<td>• Parallelism</td>
</tr>
<tr>
<td></td>
<td>o I (the pronoun)</td>
<td>• Pronoun-antecedent agreement</td>
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<tr>
<td></td>
<td>• Pronouns (common ones, what do they replace)</td>
<td>• Subject-verb agreement</td>
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Curriculum Revision Tracking

Spring, 2020
Unit 1
• Added details to all experiences

Unit 2
• Adjusted the number of days for the unit
• Revised the entire unit, including topics and experiences

Unit 3
• Added details to all experiences within topic 1
• Deleted topic 2 (added it to unit 4)

Unit 4
• New topic 1 and all new experiences
• New engaging scenario

Spring, 2019
Unit 1
• Added 2 Essential Questions and Enduring Understandings/Big Ideas
• Renamed Experience 1 in Topic 1
• Added further details to all experience descriptions
• Adjusted timing in all experiences
• Added ongoing skill building expectations for all mini-lessons

Unit 2
• Adjusted the length of the unit from 40 workshops to 20-25
• Added 2 Essential Questions and Enduring Understandings/Big Ideas
• Changed Topic 1 from “Elements of Argumentative Writing and Debate” to “Research and Elements of Argument Writing”
• Created all new experiences in Topic 1
• Deleted Topic 2
• Added ongoing skill building expectations for all mini-lessons

Unit 3
• Changed unit name to “Narrative Writing”
• Removed 1 Essential Questions and Enduring Understandings/Big Ideas
• Removed Topic 2
• Revised all Engaging Experiences in Topic 1
• Added ongoing skill building expectations for all mini-lessons

Added a new Unit 4
Fall, 2018
- Unit 1
  - Time frame changed from 25 writer’s workshops to 30
  - Topic 1
    - Title changed from Setting-Up Writer’s Workshop to Establishing Writer’s Workshop
    - Time frame changed from 5 writer’s workshops to 10 writer’s workshops
- Unit 2
  - Time frame changed from 40 writer’s workshops to 35 writer’s workshops
  - Topic 2
    - Engaging Experience 1: suggested length of time changed from 10 writer’s workshops to 7-10 writer’s workshops
    - Engaging Experience 3: suggested length of time changed from 15 writer’s workshops to 12-15 writer’s workshops

Spring, 2018
- Course Description and Scope and Sequence revised to include expository with informational
- All units revised to include expository with informational
- Unit 1 Vocabulary: Content/Domain Specific revised
- Unit 2 added detail to Enduring Understanding/Big Ideas
- Unit 2 Vocabulary: Content/Domain Specific revised
- Unit 3 Vocabulary: Content/Domain Specific revised

Spring, 2017
- Added detail to all Engaging Experiences in the curriculum.
- 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 & Informational/Expository Structures

Subject: ELA
Grade: 6
Name of Unit: Intro. to Writer’s Workshop & Language
Length of Unit: 25-30 Writer’s Workshops

SPED MODIFICATION: Extended Time throughout the unit (30-35 Workshops)

Overview of Unit: Students will be introduced to writer’s workshop and practice identifying and writing using different informational/expository structures.

Priority Standards for unit:

- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience: develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
6.Sl.1.C Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<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>writing process to produce clear and coherent writing.</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Informative/explanatory writing to examine a topic.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question.</td>
<td>Conduct</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant information from multiple print and digital sources, and</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>Credibility of each source.</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>Quote or Paraphrase</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What does a workshop model look like?
2. How do writers acquire ideas to write about?
3. What are the different informational/expository structures writes use?
4. Why do writers paraphrase researched information?
5. How do writers identify powerful evidence?

**Enduring Understanding/Big Ideas:**
1. A workshop model consists of a mini-lesson, extended student practice, conferencing, and reflection.
2. To acquire ideas, writers keep lists, complete multiple flash drafts, and use background knowledge.
3. Writers use the following informational/expository structures: description, compare/contrast, sequencing, cause/effect, and problem/solution.
4. Writers paraphrase so as not to plagiarize another writer’s thoughts or ideas.
5. Writers identify powerful evidence by looking for information to support a claim - examples include data, anecdotes, historical connections, experts, studies, etc.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>descriptive structure</td>
<td>writer’s workshop</td>
</tr>
<tr>
<td>compare/contrast structure</td>
<td>informational/expository writing</td>
</tr>
<tr>
<td>sequencing structure</td>
<td></td>
</tr>
<tr>
<td>cause/effect structure</td>
<td>Writing Process (pre-write/brainstorm, draft, revise, edit, publish)</td>
</tr>
<tr>
<td>problem/solution structure</td>
<td></td>
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<tr>
<td>research</td>
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</table>
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/expository 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

**SPED MODIFICATION:** Extended time for students for each step.
Topic 1: Introduction to Writer’s Workshop

Engaging Experience 1

Title: Setting Up Writer’s Workshop

Suggested Length of Time: 9 Writer’s Workshops

Standards Addressed

Priority:

- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.

Supporting:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Detailed Description/Instructions:
Setting up Writer’s Notebooks; Teacher/Student Expectations; Idea Generation; Build Writing Stamina, How to Read as a Writer (using mentor texts)

SPED MODIFICATIONS:

- Extended time for students
- Option of a digital notebook

<table>
<thead>
<tr>
<th>Element:</th>
<th>Possible Examples:</th>
</tr>
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<tbody>
<tr>
<td>Setting Up Writer’s Notebooks</td>
<td>Resource Section:</td>
</tr>
<tr>
<td></td>
<td>- Notes</td>
</tr>
<tr>
<td></td>
<td>- Mentor Texts</td>
</tr>
<tr>
<td></td>
<td>Student Writing Section:</td>
</tr>
<tr>
<td></td>
<td>- Ideas</td>
</tr>
<tr>
<td></td>
<td>- Brainstorming</td>
</tr>
<tr>
<td></td>
<td>- Quickwrites</td>
</tr>
<tr>
<td>Teacher/Student Expectations</td>
<td>Review classroom and building expectations with students</td>
</tr>
</tbody>
</table>

Board Approved: June 25, 2015
Board Approved with Round 5 Revisions: April 30, 2020
<table>
<thead>
<tr>
<th>Idea Generation</th>
<th>Favorite Things List (Activities, Books, Movies, Animals, etc.), Possible Story Ideas</th>
</tr>
</thead>
</table>
| Building Writing Stamina | Students are given time to write multiple quick writes throughout the 9 workshops. Possible Quick Writes:  
  - When have you experienced a challenge in your life?  
  - What motivates you to achieve something?  
  - What do you like to do outside of school? |
| How to Read as a Writer | Use mentor texts to analyze how writer’s developed a piece. Look specifically at author’s purpose, tone, word choice, genre, etc. You can get mentor texts from Scope, Newsela, or partner with the reading teacher on your team. |

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 2
**Topic 2: Research and Informational/Expository Structures**

**Engaging Experience 1**
**Title:** Research Strategies

**Suggested Length of Time:** 3 Writer’s Workshops

**Standards Addressed**

*Priority:*
- 6.W.1.A Conduct research to answer a question, drawing on several sources;

**Detailed Description/Instructions:** Paraphrasing/plagiarism; how to gather relevant information from reliable and credible sources.

- **Paraphrasing Example Lesson:**
  - **Mini-Lesson:** Teacher models how to paraphrase information from a source.
  - **Students Practice to Model Teacher:** Students are given a piece of text and they must paraphrase the text.

- **Reliable and Credible Sources Example Lesson:**
  - **Mini-Lesson:** Teacher models how to review sources for reliability and credibility.
  - **Students Practice to Model Teacher:** Students are given a list of sources and they need to determine if a source is reliable.

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

**Webb’s DOK:** 3

**Engaging Experience 2**
**Title:** Informational/Expository Structure: Description

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

**Standards Addressed**

*Priority:*
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.

- **Informational/Expository:** Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**Supporting:**
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

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

**Detailed Description/Instructions:** Mentor texts of description pieces; teacher modeled writing; elements of descriptive writing; students research a topic; flash draft.

**Example Lesson:**
- **Mini-Lesson:** Teacher models how to analyze a piece of text (using mentor texts) for the descriptive text structure.
- **Students Write to Model:** Students write a quick write modeling how to use the descriptive text structure to inform a reader.
- **Revise:** Students watch the teacher model how to revise text. Then, students revise their own quick writes.
- **Share:** Students share their writing pieces with each other. This can be done in pairs, groups, or whole group.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Informational/Expository Structure: Compare and Contrast

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

**Standards Addressed**

**Priority:**
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
- Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**Supporting:**
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of compare/contrast pieces; teacher modeled writing; elements of compare/contrast writing; students research a topic; flash draft.

**SPED MODIFICATION:** Offer digital mentor text to allow for text to speech.

**Example Lesson:**
- **Mini-Lesson:** Teacher models how to analyze a piece of text (using mentor texts) for the compare/contrast text structure.
- **Students Write to Model:** Students write a quick write modeling how to use the compare/contrast text structure to inform a reader.
- **Revise:** Students watch the teacher model how to revise text. Then, students revise their own quick writes.
- **Share:** Students share their writing pieces with each other. This can be done in pairs, groups, or whole group.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 3

**Engaging Experience 4**

**Title:** Informational/Expository Structure: Chronological/Sequential

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

**Standards Addressed**

**Priority:**
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
- Informational/Expository: Develop informative/explanatory writing to examine a
topic with relevant facts, examples, and details.

**Supporting:**

- **6.W.1.A** Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of sequence of events pieces; teacher modeled writing; elements of chronological/sequence of events writing; students research a topic; flash draft.

**SPED MODIFICATION:** Offer digital mentor text to allow for text to speech.

**Example Lesson:**

- **Mini-Lesson:** Teacher models how to analyze a piece of text (using mentor texts) for the chronological/sequence text structure.
- **Students Write to Model:** Students write a quick write modeling how to use the chronological/sequence text structure to inform a reader.
- **Revise:** Students watch the teacher model how to revise text. Then, students revise their own quick writes.
- **Share:** Students share their writing pieces with each other. This can be done in pairs, groups, or whole group.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Experience 5
Title: Informational/Expository Structure: Cause and Effect
Suggested Length of Time: 2 Writer’s Workshops
Standards Addressed

Priority:
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
- Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

Supporting:
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Mentor texts of cause/effect pieces; teacher-modeled writing; elements of cause/effect writing; students research a topic; flash draft.

SPED MODIFICATION:
Offer digital mentor text to allow for text to speech.

Example Lesson:
- **Mini-Lesson:** Teacher models how to analyze a piece of text (using mentor texts) for the cause/effect text structure.
- **Students Write to Model:** Students write a quick write modeling how to use the cause/effect text structure to inform a reader.
• **Revise**: Students watch the teacher model how to revise text. Then, students revise their own quick writes.

• **Share**: Students share their writing pieces with each other. This can be done in pairs, groups, or whole group.

**Bloom’s Levels**: Apply
**Webb’s DOK**: 3

**Engaging Experience 6**
**Title**: Informational/Expository Structure: Problem/Solution

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

**Standards Addressed**

**Priority**:

- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.

- Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**Supporting**:

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

- 6.W.3.A-E Review, revise, and edit writing with consideration for the task, purpose, and audience:
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions**: Mentor texts of problem/solution pieces; teacher modeled writing; elements of problem/solution writing; students research a topic; flash draft.
SPED MODIFICATION:
Offer digital mentor text to allow for text to speech.
Example Lesson:

- **Mini-Lesson:** Teacher models how to analyze a piece of text (using mentor texts) for the problem/solution text structure.
- **Students Write to Model:** Students write a quick write modeling how to use the problem/solution text structure to inform a reader.
- **Revise:** Students watch the teacher model how to revise text. Then, students revise their own quick writes.
- **Share:** Students share their writing pieces with each other. This can be done in pairs, groups, or whole group.

**Bloom’s Levels:** Apply
**Webb’s DOK:** 3

**Engaging Experience 7**
**Title:** Revision Process & Compilation Piece(s)
**Suggested Length of Time:** 5 Writer’s Workshops

**Standards Addressed**

**Priority:**
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

**Supporting:**
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Revising and editing process; revision strategies (sentence fluency chart, word choice recognition, grammar checklist, revision step checklist, paragraph structure, order of details). Compose an informational/expository piece(s) by either using a previous informational/expository structure piece(s) or composing a new structural piece over a different topic.

**Example - Final Piece Ideas:**
- Choose a previous informational/ expository structure piece(s) and teach revising within each piece.
- **SPED MODIFICATION:** Teach skills from engaging experience 7 throughout engaging experience 2-6.
- Compose a new final piece using a different topic and teaching the revision process.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>ONGOING incorporated within mini-lessons</th>
<th>Quick Writes within all genres (informational, argument, narrative)</th>
<th>Writing process</th>
<th>Writing attributes specific to genre (purpose, tone, word choice, organization, transitions)</th>
<th>Conventions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| Introduction to Writer’s Workshop | Setting Up Writer’s Workshop | Establish workshop in classroom:  
- Routines & procedures  
- Idea lists  
- Writer’s notebook  
- Build writing stamina  
- How to read as a writer (use of mentor text) | 9 Writer’s Workshops |
| | | See ‘Introduction to Writer’s Workshop Engaging Scenario 1’ for more specific lesson ideas |
| Research and Informational/Expository Structures | Research Strategies | Research skills:  
- Paraphrasing/plagiarism  
- Gather relevant information from reliable sources | 3 Writer’s Workshops |
| | | See Research and Informational/Expository Structures Engaging Scenario 1’ for a more specific lesson idea |
| Research and Informational/Expository Structures | Informational/Expository Structure: Description | Elements of descriptive writing  
Complete: mini-lesson centered around mentor text, students write to model, revise, share | 2 Writer’s Workshops |
<p>| | | See Research and Informational/Expository Structures Engaging Scenario 2’ for a more specific lesson idea |</p>
<table>
<thead>
<tr>
<th>Research and Informational/Expository Structures</th>
<th>Informational/Expository Structure: Compare/Contrast</th>
<th>Elements of comparative writing Complete: mini-lesson centered around mentor text, students write to model, revise, share</th>
<th>2 Writer’s Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Informational/Expository Structures</td>
<td>Informational/Expository Structure: Sequence of Events</td>
<td>Elements of chronological/sequential writing Complete: mini-lesson centered around mentor text, students write to model, revise, share</td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td>Research and Informational/Expository Structures</td>
<td>Informational/Expository Structure: Cause/Effect</td>
<td>Elements of cause/effect writing Complete: mini-lesson centered around mentor text, students write to model, revise, share</td>
<td>2 Writer’s Workshops</td>
</tr>
<tr>
<td>Research and Informational/Expository Structures</td>
<td>Informational/Expository Structure: Problem/Solution</td>
<td>Elements of problem/solution writing Complete: mini-lesson centered around mentor text, students write to model, revise, share</td>
<td>2 Writer’s Workshops</td>
</tr>
</tbody>
</table>

See Research and Informational/Expository Structures Engaging Scenario 3’ for a more specific lesson idea

See Research and Informational/Expository Structures Engaging Scenario 4’ for a more specific lesson idea

See Research and Informational/Expository Structures Engaging Scenario 5’ for a more specific lesson idea

See Research and Informational/Expository Structures Engaging Scenario 6’ for a more specific lesson idea
<table>
<thead>
<tr>
<th>Research and Informational/Expository Structures</th>
<th>Revision Process &amp; Compilation Piece(s)</th>
<th>Students write final informational piece using 5 structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas:</td>
<td></td>
<td>- Choose a previous informational/expository structure piece(s) and teach revising within each piece.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Compose a new final piece using a different topic and teaching the revision process.</td>
</tr>
<tr>
<td>5 Writer’s Workshops</td>
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</tbody>
</table>
Unit 2: Argumentative Writing

Subject: ELA
Grade: 6
Name of Unit: Research & Argumentative Writing
Length of Unit: 20-25 Writer’s Workshops

SUGGESTED MODIFICATION: Extended Time throughout the unit (25-30 Workshops)

Overview of Unit: Students will conduct research and later 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:

- 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:

- 6.SL.1.B Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.RI.2.D Identify an author’s argument in a text, and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.C Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

<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>Writing process to produce clear and coherent writing.</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Argumentative writing by introducing and supporting a claim.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question.</td>
<td>Conduct</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant information from multiple print and digital sources, and Credibility of each source.</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>Data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Quote or Paraphrase</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How do writers construct an effective argument?
2. How do people speak to convey and argument?
3. How do writers identify powerful evidence?
4. How do writers evaluate research sources?

**Enduring Understanding/Big Ideas:**
1. Writers construct effective arguments by including claim, reasons & evidence, information from credible sources, formal style, and conclusion; arguments often use a blended writing approach, combining elements from argument, informational/expository,
and narrative writing to support claim.

2. People work to organize gathered research and speak clearly while looking at the audience.

3. Writers identify powerful evidence by looking for information to support a claim - examples include data, anecdotes, historical connections, experts, studies, etc.

4. Writers evaluate sources by using strategies like CRAAP (currency, relevance, authority, accuracy, purpose)

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction</td>
<td>argument</td>
</tr>
<tr>
<td>conclusion</td>
<td>claim</td>
</tr>
<tr>
<td>credible source</td>
<td>logos (reasons, logic, proof)</td>
</tr>
<tr>
<td>relevant</td>
<td>ethos (credible, reliable info/sources)</td>
</tr>
<tr>
<td>support</td>
<td>pathos (emotion)</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
</tr>
<tr>
<td></td>
<td>voice</td>
</tr>
<tr>
<td></td>
<td>formal style</td>
</tr>
<tr>
<td>Writing Process (pre-write/brainstorm, draft, revise, edit, publish)</td>
<td></td>
</tr>
</tbody>
</table>
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

**SPED MODIFICATION:** Give limited writing topics as options and provide extended time.
**Topic 1: Research & Elements of Argumentative Writing**

**Engaging Experience 1**

**Title:** Research

**Suggested Length of Time:** 3 Writer’s Workshops

**Standards Addressed**

*Priority:*

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:*

- 6.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

**Detailed Description/Instructions:** Practice research skills: Evaluate sources (CRAAP); Powerful evidence (ethos, pathos, logos)

**Evaluate Sources Example Lesson:**

- **Mini-Lesson:** Teacher models how to evaluate sources (CRAAP)
- **Students Work:** Student practice evaluating sources from a given list by the teacher
- **Revise:**
- **Share:** Student report out if they thought sources were reliable and credible

**Powerful Evidence Example Lesson:**

- **Mini-Lesson:** Teacher models using mentor texts different types of ethos, pathos, and logos (you could also use commercials, arguments, advertisements, “I Have a Dream Speech” by Dr. Martin Luther King)
- **Students Work:** Student write multiple quick write demonstrating ethos, pathos, and logos
- **Revise:** Student revise their quick write after watching teacher revise.
- **Share:** Students discuss the impact of ethos, pathos, and logos.

**Bloom’s Levels:** Analyze & Apply

**Webb’s DOK:** 3

**Engaging Experience 2**

**Title:** Delineate a Writer’s Argument

**Suggested Length of Time:** 4 Writer’s Workshops

**Standards Addressed**

*Priority:*

- 6.SL.1.B Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that
contribute to the topic, text, or issue under discussion.

- 6.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

Supporting:
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Students will analyze mentor texts to delineate an author’s argument. Students will also identify an author’s argument by identifying the author’s claims, supporting evidence, and reasons. Students will also discuss other evidence that would or would not support the claim.

SPED MODIFICATION: Use one mentor text to analyze as a whole class.

Example Lesson:
- **Mini-Lesson**: Teacher models how to analyze a piece of text (using mentor texts) for the author’s arguments. You can get mentor texts from Scope, Newsela, or partner with the reading teacher on your team. The teacher will model how to identify the author’s claims, evidence, and reasoning in the mentor text.
- **Students Work**: Students analyze multiple mentor texts to identify the author’s main argument by identifying the author’s claims, supporting evidence, and reasoning.
- **Revise**: Student review the different elements of the argumentative writing piece and revisit the texts to determine the different argumentative elements.
- **Share**: Students compare with one another if they agree about what they identified.

**Blooms Level**: Apply, Analyze, Evaluate, & Understand

Webb’s DOK: 3, 4
Engaging Experience 3

Title: Elements of Argumentative Writing: Developing a Claim

Suggested Length of Time: 1 Writer’s Workshop

Standards Addressed

Priority:

● 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.

○ Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Supporting:


○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Students brainstorm to choose a real-world topic or use a previous topic or research and construct a traditional argumentative essay. Once the students have chosen a topic, they will choose a specific side for their overall argument. Then, they will begin developing claims to support their overall argument.

Example Lesson:

● Mini-Lesson: Teacher models how to develop a claim for an argument. Possible argumentative topics could be civil rights, school policies, or a topic chosen by the teacher.

● Students Work: Students brainstorm arguments they would like to write about in their argumentative writing piece. Then, they will start developing claims to support the overall argument.

● Revise: Students revise their claims to best support their overall argument.

● Share: Students share what they will be writing about and their overall argument. Students will also share out the claims they developed. The class can then be grouped in pairs or groups of three or four to share out their claims and get
feedback from their peers.

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

Webb’s DOK: 3, 4

Engaging Experience 4

Title: Elements of Argumentative Writing: Gather Relevant Evidence to Support a Claim

Suggested Length of Time: 4 Writer’s Workshops

Standards Addressed

Priority:

- 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:

- 6.SL.1.B Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and
signal time shifts.
○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students gather relevant evidence to support a claim; review reliable and credible sources.

**Example Lesson:**

- **Mini-Lesson:** Teacher reviews what are reliable and credible sources. Then, the teacher can model where and how to collect multiple sources that can support a claim. The teacher also reviews how to paraphrase information from a source.
- **Students Work:** Students gather multiple relevant sources to support their claim. Then, students chose information from the sources to paraphrase. Students can then practice in multiple quick writes to write paragraphs that include claims and evidence.
- **Revise:** Students revise their writing pieces.
- **Share:** Students share with one another their claims and what evidence they pulled to support their claims.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 5**

**Title:** Elements of Argumentative Writing: Develop Clear Reasons for Evidence

**Suggested Length of Time:** 3 Writer’s Workshops

**Standards Addressed**

**Priority:**

- 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  ○ Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:**

  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students develop clear reasons for evidence to support their claims for their argumentative writing piece.

**Example Lesson:**
- **Mini-Lesson:** Teacher how to use elaboration to develop clear reasons.
- **Students Work:** Students review their previous quick writes that include their claims and evidence. Students can practice adding in reasoning to help connect their evidence to their claims in their quick write.
- **Revise:** Students revise their writing pieces.
- **Share:** Students share with one another their developed quick writes now that they have added reasoning.

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

**Webb’s DOK:** 3-4

**Engaging Experience 6**

**Title:** Revision Process & Compilation Piece(s)

**Suggested Length of Time:** 5 Writer’s Workshops

**Standards Addressed**

**Priority:**
- 6.W.2.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  ○ Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:**
- 6.SL.1.B Delineate a speaker’s argument and claims in order to pose and respond
to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- **6.RI.2.D** Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students write final argumentative piece using elements of argumentative writing - Ideas: Choose a previous argument quick write and teach revising within each piece; Compose a new final piece using a different topic and teaching the revision process.

- **Mini-lesson** - Vary - Using mentor text, revisit argument or other writing attributes as see a need in your classroom (supporting a claim, grammar, voice, staying on one topic)
- **Student Work** - Apply skill from mini-lesson
- **Revise** - Revise work as applicable to mini-lesson
- **Share** - Share application of mini-lesson in work

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

**Webb’s DOK:** 3-4
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Ongoing</th>
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<tbody>
<tr>
<td>incorporated within mini-lessons</td>
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<tr>
<td></td>
<td>• Quick Writes within all genres (informational, argument, narrative)</td>
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<td></td>
<td>• Writing process</td>
</tr>
<tr>
<td></td>
<td>• Writing attributes specific to genre (purpose, tone, word choice, organization, transitions)</td>
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<tr>
<td></td>
<td>• Conventions</td>
</tr>
<tr>
<td></td>
<td>• Research - paraphrasing/plagiarism, gathering relevant information from reliable sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| Research & Elements of Argument Writing | Research | Research skills:  
- Evaluate sources (CRAAP)  
- Powerful evidence (ethos, pathos, logos)  
See ‘Research & Elements of Argument Writing Engaging Scenario 1’ for a more specific lesson idea | 3 Writer’s Workshops |
| Research & Elements of Argument Writing | Delineate a Writer’s Argument | Use mentor text to:  
- Identify a writer’s claim  
- Identify evidence the writer uses to support the claim  
- Discuss other evidence that would or would not support the claim  
See ‘Research & Elements of Argument Writing Engaging Scenario 2’ for a more specific lesson idea | 4 Writer’s Workshops (divided among unit as needed) |
| Research & Elements of Argument Writing | Elements of Argumentative Writing | Develop a claim  
Complete: mini-lesson, students write to model, revise, share  
See ‘Research & Elements of Argument Writing Engaging Scenario 3’ for a more specific lesson idea | 1 Writer’s Workshop |
<table>
<thead>
<tr>
<th>Research &amp; Elements of Argument Writing</th>
<th>Elements of Argumentative Writing</th>
<th>Gather relevant evidence to support a claim</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Complete: mini-lesson, students write to model, revise, share</td>
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<tr>
<td></td>
<td></td>
<td>See ‘Research &amp; Elements of Argument Writing Engaging Scenario 4’ for a more specific lesson idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research &amp; Elements of Argument Writing</th>
<th>Elements of Argumentative Writing</th>
<th>Develop clear reasons for evidence</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Complete: mini-lesson, students write to model, revise, share</td>
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<tr>
<td></td>
<td></td>
<td>See ‘Research &amp; Elements of Argument Writing Engaging Scenario 5’ for a more specific lesson idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research &amp; Elements of Argument Writing</th>
<th>Revision Process &amp; Compilation Piece(s)</th>
<th>Students write final argumentative piece using elements of argumentative writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ideas:</td>
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<tr>
<td></td>
<td></td>
<td>-Choose a previous argument quick write and teach revising within each piece.</td>
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<td></td>
<td></td>
<td>-Compose a new final piece using a different topic and teaching the revision process.</td>
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<thead>
<tr>
<th>4 Writer’s Workshops</th>
<th>3 Writer’s Workshops</th>
<th>5 Writer’s Workshops</th>
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Unit 3: Narrative Writing

Subject: ELA
Grade: 6
Name of Unit: Narrative Writing
Length of Unit: 20-25 Writer’s Workshops
Overview of Unit: Students will go through the writing process to produce an effective fictional or imaginary narrative piece that includes use of effective narrative techniques.

Priority Standards for unit:

● 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  ○ Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Supporting Standards for unit:

  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  ○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

● 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
### Unwrapped Concepts
(Students need to know)

<table>
<thead>
<tr>
<th>Writing process to produce clear and coherent writing</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>Narratives including poems about real or imagined experiences.</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Clearly, audibly, and to the point.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Body to face the audience when speaking, and</td>
<td>Speak</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.</td>
<td>Position</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate presentations based on the task, audience, and purpose.</td>
<td>Make</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

### Essential Questions:
1. How do writers use narrative techniques to produce an effective narrative piece?

### Enduring Understanding/Big Ideas:
1. To produce clear and effective narratives, writers include a variety of narrative techniques, including plot, dialogue, zooming in/out, sensory details, transitions, and characterization.

### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>public speaking</td>
<td>narrative writing</td>
</tr>
<tr>
<td></td>
<td>narrative strategies (dialogue, pacing, tone, plot)</td>
</tr>
<tr>
<td></td>
<td>voice</td>
</tr>
<tr>
<td></td>
<td>Writing Process (pre-write/brainstorm, draft, revise, edit, publish)</td>
</tr>
</tbody>
</table>
Engaging Scenario

Engaging Scenario:
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

SPED MODIFICATION: Consider extending the amount of time for this activity.
Topic 1: Elements of Narrative Writing

Engaging Experience 1

Title: Analyze Mentor Text & Rough Draft

Suggested Length of Time: 3 Writer’s Workshops

Standards Addressed

Priority:

● 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  ○ Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  ○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Analyze mentor short stories for attributes of a narrative and complete a narrative rough draft

Example Lesson:

● Mini-lesson - Writers use a variety of strategies for narrative writing - Use mentor text under the doc cam, looking for attributes of narrative writing - What do you notice? What do you know about narrative as a whole?

● Student Work - Students analyze what writers do in narrative writing in small groups - What did the writer do? What does that add to the story?

● Revise -

● Share - Share out ideas of what narrative strategies were noticed in the mentor text

SPED MODIFICATION: Consider modeling a draft of writing for students.

Bloom’s Levels: Apply

Webb’s DOK: 3
Engaging Experience 2

Title: Compose Narrative Piece through Revision

Suggested Length of Time: 10-12 Writer’s Workshops

Standards Addressed

Priority:

● 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  ○ Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

Supporting:

  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  ○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Teach and practice narrative techniques while creating/revising narrative piece, focusing on the following strategies: emotion/conflict center; creating a beginning, middle, and end; zoom in/out on scenes (when to stretch your writing); direct and indirect characterization

Example Lessons:

<table>
<thead>
<tr>
<th>Overall Resources</th>
<th>Emotion/Conflict Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pixar/Khan Academy Storytelling online lessons</td>
<td>Mini-lesson - Stories are built on emotion - emotion comes from our experiences, even if the story is from our imagination - have students create emotion chart in notebook and model jotting experiences tied to emotion</td>
</tr>
<tr>
<td>- Mentor text for all lessons demonstrating</td>
<td></td>
</tr>
</tbody>
</table>

Board Approved: June 25, 2015
Board Approved with Round 5 Revisions: April 30, 2020
<table>
<thead>
<tr>
<th>the skill</th>
<th>Student Work</th>
<th>Indirect Characterization</th>
<th>Direct Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>short stories, picture books, snapshots from student novels, fiction in Scope magazine or other resource</td>
<td>Students continue to jot ideas on the emotion table - after most are ‘stuck’ or finished, have students choose one idea and write, showing the emotion chosen</td>
<td>Writers often tell about characters indirectly (what they do) to show</td>
<td>Sometimes it is necessary for a writer to specifically describe a character -</td>
</tr>
<tr>
<td>- Consider using mentor text students have already read in reading class or do one longer piece at the start of the unit and use throughout for all skills</td>
<td>Revise - Teacher rereads work aloud under doc cam, making small revisions - students reread and revise</td>
<td>- Mini-lesson &amp; Students go back to narrative rough draft - What the the MAIN point/event in telling this story? Where should you zoom-in a little more? Zoom-out? Revise using knowledge from mentor text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share - Choose few kids to share (or teacher-selected based on skill) words/phrases that show the targeted emotion</td>
<td>Share - Share in small groups one place where chose to zoom-in/out and why</td>
<td></td>
</tr>
</tbody>
</table>

### Beginning, Middle, End

**Mini-lesson** - Writers create a beginning, middle, and end when constructing narratives - Choose a mentor text of a short story (consider one completed in reading that they are familiar with) - read and think aloud how the writer determines beginning, middle, and end in the text - What transitions do I see? Where did I see the shifts?

**Student Work** - Give students a super short story (maybe Gate 4A) and have them work in groups to identify beginning, middle, and end as you did under the doc cam

**Revise** - Students go back to narrative rough draft - Can they identify a beginning, middle, end? Revise using knowledge from mentor text

**Share** - Popcorn around the room for kids to share out what was noticed

### Zoom-In/Out

**Mini-lesson** - Writers choose times to zoom-in (give more detail) and zoom-out (give more general info) in a piece - Go back to whole-class mentor text from beginning, middle, end lesson - Where did the author zoom-in? Zoom-out? Why do you think he/she did this?

**Student Work** - Students go back to student text from beginning, middle, end lesson - Where did the author zoom-in? Zoom-out? Why do you think he/she did this?

**Revise** - Students go back to narrative rough draft - What the the MAIN point/event in telling this story? Where should you zoom-in a little more? Zoom-out? Revise using knowledge from mentor text

**Share** - Share in small groups one place where chose to zoom-in/out and why
the reader who they are - watch the Characterization Introduction video within the Pixar/Khan Academy Storytelling online unit (should be an elevator lesson)

**Student Work** - Students determine what each teacher on the team would do if trapped in an elevator - Students look at mentor text (consider same from BME and zooming lessons) and look for ways the writer told about the character indirectly

**Revise** - Students go back to narrative rough draft - Where can I use indirect characterization to show who my character is through actions? Revise using knowledge from mentor text

**Share** - Students share aloud examples of how they added indirect characterization in their pieces

especially when it shows who the character is on the inside (maybe no hair from cancer or quirky style choices)

**Student Work** - Students look at mentor text (consider same from BME and zooming lessons) and look for ways the writer told about the character directly

**Revise** - Students go back to narrative rough draft - Where did I show who my character is directly? Is there a place where I used too much direct characterization? Revise using knowledge from mentor text

**Share** - Students share aloud examples of how they added indirect characterization in their pieces

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**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Compose Narrative Piece through Revision  
**Suggested Length of Time:** 5-7 Writer’s Workshops

**Standards Addressed**

**Priority:**

- 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

**Supporting:**

- 6.W.3.A-E Review, revise, and edit writing with consideration for the task, purpose, and audience:
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Teach and practice narrative techniques while creating/revising narrative piece, focusing on the following strategies: sensory details, how to paragraph, dialogue, leads, and narrative voice

Example Lessons:

<table>
<thead>
<tr>
<th>Overall Resources</th>
<th>Sensory Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pixar/Khan Academy Storytelling online lessons</td>
<td><strong>Mini-lesson</strong> - How do characters use their 5 senses to describe situations? Notes - Students create chart with 5 senses - What might a writer do to communicate each of these (ex: sight - colors, describe characters; sound - screams, car horn)</td>
</tr>
<tr>
<td>- Mentor text for all lessons demonstrating the skill - short stories, picture books, snapshots from student novels, fiction in Scope magazine or other resource</td>
<td><strong>Student Work</strong> - Use mentor text to identify use of sensory details in writing</td>
</tr>
<tr>
<td>- Consider using mentor text students have already read in reading class or do one longer piece at the start of the unit and use throughout for all skills</td>
<td><strong>Revise</strong> - Students go back to narrative rough draft - Where can I add sensory details to enhance my reader’s understanding of the scene? Revise using knowledge from mentor text</td>
</tr>
<tr>
<td></td>
<td><strong>Share</strong> - Students share aloud examples of how they added sensory details in their pieces</td>
</tr>
</tbody>
</table>

How to Paragraph

| Mini-lesson - Notes - When do writers paragraph? New time, new place, new speaker, ‘all of a sudden’, creative (whenever you want the reader to really ‘see’ that part) | **Mini-lesson** - Writers use dialogue to move a story along and tell about characters - Use mentor text to examine dialogue and how it impacts the piece (may choose to combine this with punctuating dialogue or do as a separate lesson) |
| **Student Work** - Provide mentor text - Why did the writer put a paragraph ‘there’? | |

Board Approved: June 25, 2015
Board Approved with Round 5 Revisions: April 30, 2020
**Revise** - Students go back to narrative rough draft - Where do I need/want to add paragraphs? Do I need to add more details if I notice I have a lot of dialogue and not enough description (consider another mini-lesson on balancing dialogue with description) - Revise using knowledge from mentor text

**Share** - Students share aloud examples of how they added paragraphs in their pieces

**Student Work** - Students go to mentor text and annotate for use of dialogue - what does this dialogue add to the piece? (How is it punctuated?)

**Revise** - Students go back to narrative rough draft - Is my dialogue necessary and moving the story along? Is there any I need to delete? (Is my dialogue punctuated correctly?) - Revise using knowledge from mentor text

**Share** - Students share aloud examples of how they added indirect characterization in their pieces

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**Leads**

**Mini-lesson** - Writers use leads to hook the reader and draw him/her into the piece - example mentor text examples of various leads used in writing - What do you notice?

**Student Work** - Students continue to examine 3-5 additional leads and identify what the writer did to draw in the reader

**Revise** - Students go back to narrative rough draft - All students should try at least one new lead - Which works best and why?

**Share** - Students share aloud examples of created leads

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**Narrative Voice**

**Mini-lesson** - Narratives have voice depending on who the narrator of the story is (1st vs. 3rd person) - analyze mentor text for how we can hear the narrator’s voice

**Student Work** - Students examine mentor text looking for additional examples of how narrator shows voice

**Revise** - Students go back to narrative rough draft - Where can you hear the voice of the narrator? Revise using knowledge from mentor text

**Share** - Students share aloud examples of how they added indirect characterization in their pieces

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**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 4**

**Title:** Compose Narrative Piece through Revision

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

**Standards Addressed**

**Priority:**
- 6.W.2.A Follow a writing process to produce clear and coherent writing in which
the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.

- Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

**Supporting:**

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students finalize their narrative piece reviewing the narrative techniques.

**Example Lesson:** Revisit mini-lessons as needed

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>ONGOING incorporated within mini-lessons</th>
<th>Quick Writes within all genres (informational, argument, narrative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing process</td>
<td></td>
</tr>
<tr>
<td>Writing attributes specific to genre (purpose, tone, word choice, organization, transitions)</td>
<td></td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>Research - paraphrasing/plagiarism, gathering relevant information from reliable sources, evaluating sources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Narrative Writing</td>
<td>Analyze Mentor Text &amp; Rough Draft</td>
<td>● Analyze mentor short stories for attributes of a narrative&lt;br&gt;● Complete narrative rough draft&lt;br&gt;See ‘Elements of Narrative Writing Engaging Scenario 1’ for a more specific lesson idea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Writer’s Workshops</td>
</tr>
<tr>
<td>Elements of Narrative Writing</td>
<td>Composing Narrative Piece Through Revision</td>
<td>Teach and practice narrative techniques while creating narrative piece(s):&lt;br&gt;- Emotion/Conflict center&lt;br&gt;- Beginning, middle, end&lt;br&gt;- Zoom in/out - when to stretch your writing&lt;br&gt;- Characterization (direct &amp; indirect)&lt;br&gt;Complete for each of the narrative techniques: mini-lesson, students write to model, revise, share&lt;br&gt;Possible resource: Pixar/Khan Academy Storytelling online lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-12 Writer’s Workshops</td>
</tr>
</tbody>
</table>
| Elements of Narrative Writing | Composing Narrative Piece Through Revision | Teach and practice narrative techniques while creating narrative piece(s):  
- Sensory details  
- Paragraphing  
- Dialogue  
- Leads  
- Voice  
Complete for each of the narrative techniques: mini-lesson, students write to model, revise, share  
Possible resource: Pixar/Khan Academy Storytelling online lessons | 5-7 Writer’s Workshops |
| Research and Argumentative Writing | Finalization of Narrative Piece | Students finalize their narrative piece reviewing the narrative techniques. | 2 Writer’s Workshops |

See ‘Elements of Narrative Writing Engaging Scenario 2’ for a more specific lesson idea

See ‘Elements of Narrative Writing Engaging Scenario 1’ for a more specific lesson idea
Unit 4: Blended Writing and Public Speaking

Subject: ELA  
Grade: 6  
Name of Unit: Blended Writing and Public Speaking  
Length of Unit: 20-25 Writer’s Workshops  

SPED MODIFICATION: Shorten time for this unit (10-15 Workshops)

Overview of Unit: Students will go through the writing process to produce an effective blended writing piece that includes use of effective informational, argumentative, and narrative techniques.

Priority Standards for unit:

- 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
  - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

- 6.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.

- 6.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.

- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.
Supporting Standards for unit:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

- **6.SL.1.A** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

<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>Writing process to produce clear and coherent writing</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Argumentative writing by introducing and supporting a claim.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Informative/explanatory writing to examine a topic.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Narratives including poems about real or imagined experiences.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question.</td>
<td>Conduct</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Relevant information from multiple print and digital sources, and Credibility of each source.</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>Data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</td>
<td>Quote or Paraphrase</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>Clearly, audibly, and to the point.</td>
<td>Speak</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Body to face the audience when speaking, and Eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.</td>
<td>Position</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate presentations based on the task, audience, and purpose.</td>
<td>Plan</td>
<td>Creating</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. What are the different informational/expository structures writers use?
2. How do writers construct an effective argument?
3. How do writers use narrative techniques to produce an effective narrative piece?
4. Why do writers paraphrase researched information?
5. How do writers identify powerful evidence?
6. How do writers evaluate research sources?
7. What are the elements of effective public speaking?

**Enduring Understanding/Big Ideas:**
1. Writers use the following informational/expository structures: description, compare/contrast, sequencing, cause/effect, and problem/solution.
2. Writers construct effective arguments by including claim, reasons & evidence, information from credible sources, formal style, and conclusion; arguments often use a blended writing approach, combining elements from argument, informational/expository, and narrative writing to support claim.
3. To produce clear and effective narratives, writers include a variety of narrative techniques, including plot, dialogue, zooming in/out, sensory details, transitions, and characterization.
4. Writers paraphrase so as not to plagiarize another writer’s thoughts or ideas.
5. Writers identify powerful evidence by looking for information to support a claim - examples include data, anecdotes, historical connections, experts, studies, etc.
7. Effective public speakers use ‘open’ body language, speak clearly and audibly, and face their audience using eye contact.

**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>public speaking</td>
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<td>informational/expository writing</td>
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<td>Argument writing</td>
</tr>
<tr>
<td></td>
<td>Claim</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
</tr>
<tr>
<td></td>
<td>Writing Process (pre-write/brainstorm, draft, revise, edit, publish)</td>
</tr>
</tbody>
</table>
**Engaging Scenario**

Create a blended learning culminating project that includes a claim supported by researched evidence. Informational, argumentative, and narrative writing should be within the final project.

Consider:
- How will I use each type of writing to support my claim/topic?
- What resources should I use when conducting research?
- How can I ensure I have enough powerful evidence to support my claim/topic?

**SPED MODIFICATION:**
- Option 1: Students blend 2 genres of writing.
- Option 2: Students create a writing piece as a class.
Topic 1: Blended Writing

Engaging Experience 1
Title: Review Genres
Suggested Length of Time: 1 Writer’s Workshop
Standards Addressed

Priority:
● 6.W.2.A Follow a writing process to produce clear and coherent writing in which
the development, organization, style, and voice are appropriate to the task,
purpose, and audience; develop writing with narrative, informational/expository,
and argumentative techniques.
  ○ Informational/Expository: Develop informative/explanatory writing to
  examine a topic with relevant facts, examples, and details.
  ○ Argumentative: Develop argumentative writing by introducing and
  supporting a claim with clear reasons and relevant evidence.
  ○ Narrative: Develop narratives including poems about real or imagined
  experiences with clearly identified characters, well-structured event
  sequences, narrative techniques, and relevant descriptive details.

Supporting:
● 6.W.3.A-E Review, revise, and edit writing with consideration for the task,
purpose, and audience.
  ○ Organization and content: Introduce the topic, maintain a clear focus
  throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and
  maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of
  the conventions of Standard English grammar and usage, including
  spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and
  signal time shifts.
  ○ Use technology, including the Internet, to produce and publish writing as
  well as to interact and collaborate with others.

Detailed Description/Instructions: Review attributes of the following genres of writing as well
as their impact on a blended piece

Example Lesson:
● Mini-lesson - Remind students that informational, argument, and narrative text have
  attributes that are unique to each (discuss ideas)
● Student Work - Copy mentor text for students in all genres - have students work in
  groups to name each type of writing and identify attributes of that type of writing
● Revise -
● **Share** - Share ideas for types of text and attributes as a class while teacher takes notes under the document camera

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3

**Engaging Experience 2**  
**Title:** Analyze Blended Writing  
**Suggested Length of Time:** 2 Writer’s Workshops  
**Standards Addressed**  
**Priority:**  
- 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
  - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

**Supporting:**  
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Use mentor text to analyze how writers blend information, argument, and narrative writing - What does each type of writing contribute to the overall whole? Consider revisiting mentor text throughout the implementation of project

**Example Lesson:**  
- **Mini-lesson 1** - Discuss how writers will blend various types of writing to create a
clearer picture of the topic - pull mentor text (from: Scope, NewsELA, other source) and analyze the types of writing the writer used throughout the text (consider color coding)

- **Student Work 1** - Students continue to analyze article from mini-lesson or a new text - depending on time, students could do a quick write in journal about a topic they know a lot about in each of the three types of writing
- **Revise 1** - reread work and make ‘quick’ revisions (if time)
- **Share 1** - Share out noticings from the blended writing
- **Mini-lesson 2** - Go back to the mentor text from last class lesson - discuss: Why do writers use each of the types of writing when they do? What is the impact of each type of writing in the overall piece?
- **Student Work 2** - Students go back to text they analyzed in last class and look for the ‘whys’ of the author’s choices - discuss in small groups - complete writing in journal from student work 1 if not time yesterday
- **Revise 2** - Students go to own work and decide why they shared the information they shared for each type of writing
- **Share 2** - Share out noticings from the blended writing

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3  

**Engaging Experience 3**  
**Title:** Blended Writing Project  
**Suggested Length of Time:** 15 Writer’s Workshops  
**Standards Addressed**  

**Priority:**  
- 6.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, informational/expository, and argumentative techniques.
  - Informational/Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
  - Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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:**

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

- **6.SL.1.A** Follow rules for collegiate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Detailed Description/Instructions:** Students will complete a project that blends informational, argument, and narrative writing that is supported by researched evidence.

**Example Projects (complete mini-lessons with needed skills you notice as confer):**

- Students create a town using researched attributes of a civilization and use the three types of writing to create a brochure or other media about the town they created.
- Students research a current issue and use the three types of writing to create a final product.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Experience 1

Title: Creating and Presenting a Public Speech (See options in summary chart)

Suggested Length of Time: 3-5 Writer’s Workshops

Standards Addressed

Priority:

- 6.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.
- 6.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
- 6.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.

Supporting:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Detailed Description/Instructions: Review and practice elements of effective public speaking like eye contact, audible volume, poise, articulation, posture, body awareness, pronunciation.

Possible choices: previous argumentative topic from unit 2, research a new informational/expository or argumentative topic, student created narrative picture book, students choose any piece from the year to present.

Example Ideas:

- Choose any piece they already created this year and present
- Argumentative topic from unit 2
● Students research and share a new informational/expository or argumentative topic
● Read narrative picture book

Bloom’s Levels: Apply, Create
Webb’s DOK: 3
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>ONGOING incorporated within mini-lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Quick Writes</strong> within all genres (informational, argument, narrative)</td>
</tr>
<tr>
<td>- <strong>Writing process</strong></td>
</tr>
<tr>
<td>- <strong>Writing attributes</strong> specific to genre (purpose, tone, word choice, organization, transitions)</td>
</tr>
<tr>
<td>- <strong>Conventions</strong></td>
</tr>
<tr>
<td>- <strong>Research</strong> - paraphrasing/plagiarism, gathering relevant information from reliable sources, evaluating sources</td>
</tr>
</tbody>
</table>

<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>Blended Writing</td>
<td>Review Genres</td>
<td>Review attributes of the following genres of writing as well as their impact on a blended piece</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>See ‘Blended Writing Engaging Scenario 1’ for a more specific lesson idea</td>
<td>1 Writer’s Workshops</td>
</tr>
<tr>
<td>Blended Writing</td>
<td>Analyze Blended Writing</td>
<td>Use mentor text to analyze how writers blend information, argument, and narrative writing</td>
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<tr>
<td></td>
<td></td>
<td>What does each type of writing contribute to the overall whole?</td>
<td>2 Writer’s Workshops</td>
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<tr>
<td></td>
<td></td>
<td>Consider revisiting mentor text throughout the implementation of project</td>
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<td></td>
<td></td>
<td>Complete: mini-lesson, students write to model, revise, share</td>
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<tr>
<td></td>
<td></td>
<td>See ‘Blended Writing Engaging Scenario 2’ for a more specific lesson idea</td>
<td></td>
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<tr>
<td>Blended Writing</td>
<td>Blended Writing Project</td>
<td>Students will complete a project that blends informational, argument, and narrative writing that is supported by researched evidence</td>
<td>15 Writer’s Workshops</td>
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<td>(option to single,</td>
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<tr>
<td>Public Speaking</td>
<td>Creating and Presenting a Public Speech</td>
<td>Possible Options:</td>
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<td></td>
<td>- Choose any piece they already created this year and present.</td>
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<td></td>
<td></td>
<td>- Argumentative topic from unit 2.</td>
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<td></td>
<td>- Students research and share a new informational/expository or argumentative topic.</td>
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<td></td>
<td></td>
<td>- Read narrative picture book.</td>
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</tbody>
</table>

Ideen:
- Students create a town using researched attributes of a civilization and use the three types of writing to create a brochure or other media about the town they created.
- Students research a current issue and use the three types of writing to create a final product.

See ‘Blended Writing Engaging Scenario 3’ for a more specific lesson idea

<table>
<thead>
<tr>
<th></th>
<th>3-5 Writer’s Workshops</th>
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<tbody>
<tr>
<td></td>
<td>(divide as works for you - all in few days or divided among multiple days)</td>
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</tbody>
</table>

larger project or multiple, smaller projects)
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**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.

**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.

**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.

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

**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.

**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.

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

**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.