

6th Grade ELA Writing

Link Community Charter School

UNITS (4/4 SELECTED)

SUGGESTED DURATION

<input type="checkbox"/> Unit 1: Personal Narrative	<i>15 lessons</i>
<input type="checkbox"/> Unit 2: The Literary Essay: From Character to Compare/Contrast	<i>20 lessons</i>
<input type="checkbox"/> Unit 3: Research-Based Information Writing	<i>20 lessons</i>
<input type="checkbox"/> Unit 4: Building Evidence-Based Arguments: Energy Crossroads	<i>1 lessons</i>

Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)
RL.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.6
Explain how an author develops the point of view of the narrator or speaker in a text.
RL.6.10
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.a
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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W.6.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.6.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.3.e
Provide a conclusion that follows from the narrated experiences or events.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how

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it contributes to a topic, text, or issue under study.

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6

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

L.6.1

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

L.6.2

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

L.6.3

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

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.a

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.5

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

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DESIRED RESULTS

Established Goals

In this unit, students will understand the genre of personal narrative writing. Students will independently produce writing through the writing process and self assess their writing. Students will understand the author's craft and replicate strategies. Students will determine importance and angle stories to convey the theme. Students will experiment with different leads and endings to engage their audience.

Transfer

Students will be able to independently use their learning to...complete the writing process in the narrative genre by generating ideas, drafting, and revising and editing their work with a checklist.

Meaning

Big Ideas & Understandings

Students will understand that...

- Writers will write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights.
- Writers choose topics that have meaning and/or significance and work to convey them clearly to others.
- Writers revise and edit their writing for power and clarity.

Essential Questions

Students will keep considering...

- How do we launch independent writing lives and generate personal narratives?
- How do I, as an experienced writer, get started on a personal narrative?
- How do I know which ideas to develop and write long about?
- How do I bring out the message in my story?
- What strategies can I use to make sure my writing is powerful and clear to the reader?
- How do we self monitor our individual goals and internalize the writing process?

Acquisition

Knowledge

Students will know...

Skills

Students will be skilled at...

Unit 1: Personal Narrative

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Acquisition

- LINK's Core Values
- Narrative Writing Process
- Writing Process
- To generate ideas
- To edit their work with a checklist
- To show details more than tell
- to vary sentence length to help create a mood
- Write meaningful introductions and conclusions to narratives

- generating narrative ideas by brainstorming meaningful people, places, and moments
- studying narratives for content first, and then returning to them to review the craft and stylistic moves made by the writers
- studying mentor texts by reading more narratives and identifying what the writer did that worked in the piece and what the writer might have done differently
- studying how writers narrate a small moment effectively
- practicing the techniques used by these writers by writing about true experiences from their own lives, following the structure the writer created in his or her narrative
- increasing the volume of writing they do, by focusing on small details
- drafting about moments to write about more thoroughly
- reflecting back to the moment to recall and use sensory details in their writing
- determining techniques from mentor texts and using them in their own writing
- writing several narratives, trying as many strategies as they can, with different moments
- examining the Narrative Writing Checklist as a tool that will help them measure their progress as writers
- annotating 6th grade mentor texts to get a feel for how the checklist measures progress of writers
- compose introductions and conclusions for personal narratives
- assessing the writing of a peer, using specific language from the checklist to identify what the writer has done successfully and what the writer might improve upon
- self-assessing their own writing
- choosing one story beginning that they would like to continue developing into a publishable piece (seed idea)
- studying successful leads of narratives, naming what writers can do to pull readers into the story right away
- crafting a lead that will draw readers into the heart of the story
- flash-drafting narratives independently
- using a checklist to navigate their drafts and help them see what needs revising

Unit 1: Personal Narrative

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Acquisition	
	<ul style="list-style-type: none">• create peer-editing/revision groups• share/publish personal narratives on a digital platform

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Grade 6 Personal Narrative Writing Checklist• NWT Rubric• Narrative Revision Strategies Group Planner	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Pre/Post-Assessment• Portfolio Writing Piece
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Writing about reading/writing long• Writers' notebooks• Teacher-created performance assessment• Student reflections• Conferences and small groups• Quick Writes

Unit 1: Personal Narrative

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

[“Everything Will Be Okay”](#) by James Howe

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6 (Additional Material: [“Look Up and Watch the Show”](#))
- Session 7
- Session 8
- Session 10
- Session 11
- Session 13
- Session 14
- Session 15
- Session 16

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader’s Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

 G6B1_MT_EverythingOK.pdf

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 2: The Literary Essay: From Character to Compare/Contrast

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STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
RL.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3
Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.6.10
By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c

Unit 2: The Literary Essay: From Character to Compare/Contrast

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Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d
Establish and maintain a formal/academic style, approach, and form.
W.6.1.e
Provide a concluding statement or section that follows from the argument presented.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1

Unit 2: The Literary Essay: From Character to Compare/Contrast

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Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3

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

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6

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

L.6.1

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

L.6.2

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

L.6.3

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

L.6.5

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

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 2: The Literary Essay: From Character to Compare/Contrast

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DESIRED RESULTS

Established Goals

In this unit, students will understand the genre of literary essays and independently produce writing through the writing process. Students will self assess their writing, understand the author's craft, and replicate strategies. This unit will lead students to develop a foundation for writers to make and support claims in their essays, as well as improving upon their reading skills. They will learn how to read a text to find the details the writer included that help illuminate great things about a character, then they will read even more closely to examine the characters' motivations and desires. Ultimately, students will learn how to make and articulate a claim, using evidence they have found in a text, explaining how their evidence supports their claim.

Transfer

Students will be able to independently use their learning to...read literature closely, examining characters and themes carefully by generating ideas for a literary argument, editing and revising their essay using a checklist.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Writers craft essays that make arguments about characters and themes, • Writers learn strategies essayists use to gather, analyze and explain evidence from the text to support their claims 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is a literary essay? • How do we write strong literary essays? • How do we elevate the complexity of literary essays with themes, comparisons, leads, and closings? • How do we compose compare and contrast essays? • How can I use essay writing to develop big, insightful and wise ideas about the human experience? • How do I develop a thesis about literature and build an effective structure to support my claim? • How should I select the most compelling evidence to support my claim?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 2: The Literary Essay: From Character to Compare/Contrast

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Acquisition

- | | |
|--|--|
| <ul style="list-style-type: none">• LINK's Core Values• To read literature closely, examining characters and themes carefully• To generate ideas for a literary argument• To edit and revise their essay, using a checklist
• To revise sentences to avoid fragments and run-ons | <ul style="list-style-type: none">• reading and annotating text to review the story elements• making a claim about a familiar character in the story and• listing evidence from the story that will support the claim• reviewing the structure of an essay before writing• close-reading and rereading sections of text to find details that might reveal aspects of character• writing long about character's traits and motivations using details and textual evidence using thought prompts to help them write long about their ideas• sharing and receiving feedback on how to extend the claims to encompass the entire story or character• supporting their claim with compelling evidence, taken from all parts of the story• adding the most compelling evidence to the draft of the essay by quoting some parts of the text, storytelling other parts of the text, and/or summarizing other parts of the story• studying mentor texts, thinking about what makes them good• annotating mentor texts with specific observations of how the writers effectively supported their claim• sharing observations with peers to label as many techniques as they can find• revising their essays according to a checklist to identify what they are doing successfully and what they need to improve on• identifying the problems faced by a character to determine the theme of a text• planning a theme-based essay, based on the kinds of lessons the characters may have learned• drafting a theme-based essay• writing introductions and conclusions of a theme-based essay• noticing similarities and differences between two subjects• practicing observational skills by comparing and contrasting several different subjects• comparing what is similar and contrasting what is different about the themes in different texts.• drafting comparative essays• revising and editing their essays and working with a |
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Unit 2: The Literary Essay: From Character to Compare/Contrast

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Acquisition

	<p>partner to suggest ways that their partner might make revisions to their essay</p> <ul style="list-style-type: none"> • share/publish essays on a digital platform
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"> • Grade 6 Argument Writing Checklist • Literary Essay Rubric • RST/LAT Rubric 	<p>Performance Task(s):</p> <ul style="list-style-type: none"> • Pre/Post-Assessment • Portfolio Writing Piece
	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Writing about reading/Writing Long • Writers' notebooks • Teacher-created performance assessment • Student reflections • Conferences and small groups • Quick Writes

Unit 2: The Literary Essay: From Character to Compare/Contrast

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

[“Raymond’s Run”](#) by Toni Cade Bambara

- Session 1 (Additional Materials: [“The Three Little Pigs”](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 16

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader’s Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

ATTACHMENTS

 G6B2_MT_RaymondsRun.pdf

Unit 2: The Literary Essay: From Character to Compare/Contrast

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)
RI.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.7
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.6.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Unit 3: Research-Based Information Writing

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W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2.a
Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
W.6.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.2.c
Use appropriate transitions to clarify the relationships among ideas and concepts.
W.6.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.6.2.e
Establish and maintain a formal/academic style, approach, and form.
W.6.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.6.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.6.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.6.4

Unit 3: Research-Based Information Writing

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

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7

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

W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9

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

W.6.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and

Unit 3: Research-Based Information Writing

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evidence from claims that are not.

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5

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

SL.6.6

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

L.6.1

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

L.6.2

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

L.6.3

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

L.6.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Research-Based Information Writing

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DESIRED RESULTS

Established Goals

In this unit, students will begin by learning to write research-based informational essays, using a familiar organizational structure. The main focus of this part of the unit is to develop a big picture view of a topic, uncover key points or ideas within the topic, and draft an informational essay. Students will then choose a compelling issue to examine more deeply. Students will learn to create an organizational structure that works for them, and will find solid, credible evidence to develop their writing more deeply. Ultimately, students will learn to prioritize their information in order to select the most important and/or valuable information for digital presentation.

Transfer

Students will be able to independently use their learning to...conduct extensive research on a topic, categorize notes into a logical organizational pattern and an outline, use text features to help teach readers about a topic, edit and revise their work using a checklist.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> Writers will learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic. Writers will use increasingly sophisticated ways to draw on structure information to explain a position or make a call to action. Writers will generate ideas and plan their research and gather information on their topic acquiring research skills. Writers will organize, plan and draft their information and revise with the audience in mind. Writers will use grammar and conventions to convey ideas precisely and powerfully. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> What is a research based informational essay? How do we read information with the lens of a researcher? How do we write informational essays? How do we draft and revise information books on focused topics? How do we revise texts to fit digital formats? What skills and strategies are needed to gather information effectively, and to conduct research? Why is it important to keep your audience in mind?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 3: Research-Based Information Writing

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Acquisition

- LINK's Core Values
- the genre of personal narrative writing.
- To independently produce writing through the writing process.
- To self assess their writing
- author's craft including digital mentor texts and replicate strategies.
- To determine importance and angle stories to convey the theme.
- To experiment with different leads and endings to engage our audience.
- To use text features to strengthen writing

- identifying what they already know about a topic
- reading an article or video-text and taking notes on new information connected to the topic
- organizing the information in their notes from a variety of sources
- identifying debates or conflicting information from a variety of sources
- researching a wide variety of sources for information
- connecting new information and insights to the big ideas
- planning their essay based on their insights about the overall topic
- identifying the points of their essay and how they will elaborate on each
- finding and citing textual evidence to support their insights on a topic
- creating a research trail by following a sequence of narrowed subtopics so that they can extend their research from focusing on just the problem to also focusing on the solution as well
- drafting the chapters they are most ready to write
- writing in paragraphs, citing examples from the text, providing several pieces of evidence for each point, and reflecting about the ways that the evidence supports their point
- examining mentor texts to discover how writers weld information together
- identifying text features in mentor texts that help to present the information clearly
- rereading their chapters, making notes of the kinds of information they have, and revising to include more varied information
- conducting more research in order to make revisions
- adding transitions words to help present the information logically and connect their ideas from one chapter to the next
- scanning through the texts you are researching in order to find specific sections to read that contain more information on the topic
- reading critically to be able to determine the reliability of the source of information

Unit 3: Research-Based Information Writing

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Acquisition

- organizing notes
- elaborating their writing with details that bring the text to life
- planning revisions to add more detail to their writing
- assessing their own writing honestly, by using a checklist for information writing and pushing themselves to meet higher standards
- studying mentor sentences, and modeling original sentences after them
- observing what mentor authors do, such as sentence length and punctuation
- using text features in their writing to help teach the reader about their topic
- creating an introduction for the book that will frame each chapter
- using quotations from their notes to add to or enhance one of the details in a chapter
- using appropriate transition words and phrases
- creating peer-editing/revision groups
- revising and editing writing according to checklist
- moving from their paper prototype to a digital format
- share/publish writing using a digital format

Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Grade 6 Information Writing Checklist• RST Rubric	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Pre/Post-Assessment (Option B)• Portfolio Writing Piece
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Writing about reading/Writing Long• Writers' notebooks• Teacher-created performance assessment• Student reflections• Conferences and small groups• Quick Writes

Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

Malala the Powerful

- Session 1 (Additional Materials: [Malala Video Clip 1](#) + [Malala Video Clip 2](#) + [Alex Lin Video Clip](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 9
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 15
- Session 16
- Session 17
- Session 18

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations

Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

- Differentiated Instruction

ATTACHMENTS

 malala_the_powerful.pdf

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)
RI.6.1
Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2
Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.3
Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
RI.6.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
RI.6.5
Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.6.6
Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
RI.6.8
Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.6.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RI.6.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
W.6.1.a
Introduce claim(s) and organize the reasons and evidence clearly.
W.6.1.b
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
W.6.1.c
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
W.6.1.d
Establish and maintain a formal/academic style, approach, and form.
W.6.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.6.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.6.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.6.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.6.2
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3
Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.6.4
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.6.5
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.6.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.6.2

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

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

L.6.3

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

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5

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

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

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DESIRED RESULTS

Established Goals

In this unit, students will read to understand objectively a complex issue through exploratory inquiry and close reading of information on the topic, then study multiple perspectives on the issue before they establish their own position. From their reading and research, students will craft an argumentative plan that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims. Having developed a logical and well supported chain of reasoning, students will develop an argumentative essay.

Transfer

Students will be able to independently use their learning to... write convincing arguments, including counterarguments, and a call to action in a published essay.

Meaning

Big Ideas & Understandings

- Students will understand that...
- the concept of evidence-based argumentation in the context of societal issues.
 - students (and citizens) must develop a “mental model” of what effective – and reasoned – argumentation entails, to guide them in reading, evaluating, and communicating arguments around issues to which there are many more than two sides

Essential Questions

- Students will keep considering...
- How can readers recognize a good argument?
 - How do readers research an argument?
 - What does it mean to summarize an argument?
 - How do readers find new ways to analyze a text?

Acquisition

Knowledge

- Students will know...
- LINK's Core Values
 - Close-reading text analysis

Skills

- Students will be skilled at...
- understanding a societal issue as a context for various perspectives, positions, and arguments.

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

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Acquisition

- | | |
|--|--|
| <ul style="list-style-type: none">• synthesize/evaluate arguments• Identifying and crafting arguments• The Writing Process | <ul style="list-style-type: none">• reading and analyzing texts to develop an initial understanding of the issue.• developing text-dependent questions and using them to deepen their analysis.• developing and writing an evidence-based claim about the nature of the issue• reading and delineating arguments.• analyzing and comparing perspectives in argumentative texts.• writing short essays analyzing an argument.• clarifying their own emerging perspective and establishing a position on the issue• conducting further research to help develop and support their position.• identifying and writing about an argument that supports their position.• identifying and writing about arguments that oppose their position.• reviewing their notes and analysis to find evidence to develop and support their position.• reviewing and writing a sequence of claims to use as premises in their argument.• determining evidence to support their premises.• reviewing and revising their plans for writing with their peers• using appropriate transition words and phrases• creating peer-editing/revision groups• revising and editing writing according to checklist• moving from their paper prototype to a digital format• share/publish writing using a digital format |
|--|--|

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none">• Grade 6 Argument Writing Checklist• Evidence-Based Writing Rubric	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Pre/Post-Assessment• Portfolio Writing Piece
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Writing about reading/Writing Long• Writers' notebooks• Teacher-created performance assessment• Student reflections• Conferences and small groups• Quick Writes

Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

LEARNING PLAN

Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

TBD

Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)