

Unit Plan by Prioritized Standards

Content Area	ELA Writing
Grade/Course	6
Unit of Study	Narrative
Duration of Unit	9 weeks
<p>Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address "supporting" standards in daily lesson plans)</p> <p>ELAGSE6W3: <i>Write narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by <u>establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. Use <u>narrative techniques</u>, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>ELAGSE6W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELAGSE6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and reflection, and research.</p> <p>a. Apply Grade 6 Reading Standards to literature (e.g. "Compare and contrast texts in different forms or genres [e.g., stories or poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics")</p> <p>b. Apply grade 6 Reading Standards to literary nonfiction(e.g., "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").</p> <p>ELAGSE6W10: Write routinely over extended time frames (time for research, reflection, and revision)and shorter time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p>	

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<p>Write a narrative</p> <p>Produce clear coherent writing</p> <p>Use technology to produce</p> <p>Write from a literary/informational prompt</p>	<p>How to choose meaningful writing topics</p> <p>How to decide what details need included</p> <p>How to write a powerful beginning that will draw readers into the story</p> <p>How to move through the writing process efficiently and effectively to reach desired goal</p> <p>How characters develop</p> <p>How to create powerful endings</p> <p>How to self-assess</p> <p>That revising and rewriting is a necessity</p>	

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Students will be able to use the writing process effectively and write true narrative stories, using strategies to generate meaningful story ideas, manage pace, elaborate on important scenes and deepen insights.		What makes a good story? How Do I show the point of view of the narrator? How Can I engage my reader right from the start? What are the components of the writing process? Why must I revise, revise, revise? How does my character develop? Why is sharing with others important? How do I Know when my story is finished and good enough?
Essential Unit Vocabulary		
Narrative Relevant details engage/orient First-person Point of view Plot, conflict, climax, resolution setting, mood, tone, foreshadowing, dialogue, dialect, suspense Figurative language: simile, metaphor, alliteration, personification Imagery Transition Concrete language/sensory detail		
Next step, create assessments and engaging learning experiences		

Unit Plan by Prioritized Standards

Content Area	ELA Writing	
Grade/Course	6	
Unit of Study	Persuasive Unit	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce a claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Understand meaning of argumentative writing Introduce a claim Provide reasons and evidence to support a claim Determine relevance of evidence Use transition to connect claims Utilize credible sources Understand and use a formal style Provide an effective conclusion	Rhetoric of argumentative/persuasive writing How to make a claim How to provide reasons/evidence for claims Transition words and phrases How to determine credible sources How evidence becomes relevant How to add an effective conclusion	3/4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<p>Write a persuasive argument</p>	<p>How can you clearly introduce a claim?</p> <p>What reasons/evidence best supports your claim?</p> <p>Is my evidence relevant and sources credible?</p> <p>What words will help me bridge my ideas?</p> <p>Does my conclusion effectively finalize my argument, convincing my reader.</p>
<p>Essential Unit Vocabulary</p>	
<p>Argument</p> <p>Claim</p> <p>Relevant evidence</p> <p>Credible sources</p> <p>Thesis statement</p> <p>Persuade</p> <p>Conclusion</p> <p>Transition</p> <p>Supporting evidence</p>	
<p>Next step, create assessments and engaging learning experiences</p>	

Unit Plan by Prioritized Standards

Content Area	ELA Writing	
Grade/Course	6	
Unit of Study	Informational	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE6W2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		
c. Use appropriate transitions to clarify the relationships among ideas and concepts.		
d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.		
f. Provide a concluding statement or section that follows from the information or explanation presented.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
Convey accurate information Understand various organizational structures Utilize graphics, multimedia, and various formatting Introduce a topic Use transition to connect ideas Use precise vocabulary Incorporate definitions of terms Understand and use domain-specific vocabulary Provide an effective conclusion	Rhetoric of informational writing Various organizational structures Formatting, graphics, multimedia How to introduce a topic Transitional words and phrases	3/4

	Domain specific use of vocabulary How to write an effective conclusion	
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Write an informational/expository text		How can you effectively convey information? What is best way to format information? How do I introduce my topic? What facts and examples will help develop my topic? Which transitional words or phrases will be most effective to link material/information Is my conclusion consistent with my information presented?
Essential Unit Vocabulary		
Expository Explanation Elaboration Thesis Introduction Conclusion Transition compare/contrast Format Organization Relevance topic		
Next step, create assessments and engaging learning experiences		

Unit Plan by Prioritized Standards

Content Area	ELA Writing	
Grade/Course	6	
Unit of Study	Argumentative	
Duration of Unit	9 weeks	
Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address “supporting” standards in daily lesson plans)		
ELAGSE6SL3 <u>Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> • Apply knowledge about logic and evidence when evaluating a speaker’s claims • Address speaker bias and counter-claims when evaluating a speaker’s argument • Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon) • Distinguish claims supported by reasons/evidence from claims that are not • Match author’s claims with evidence which supports the claim(s) 	<ul style="list-style-type: none"> • Match author’s claims with evidence which supports the claim(s) • Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon) • Distinguish claims supported by reasons/evidence from claims that are not • Match author’s claims with evidence which supports the claim(s) 	2/2
		Step 6: Write Essential Questions (these guide instruction and assessment)

	for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> • Apply knowledge about logic and evidence when evaluating a speaker's claims • Address speaker bias and counter-claims when evaluating a speaker's argument • Understand and effectively analyze a speaker's use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon) • Distinguish claims supported by reasons/evidence from claims that are not • Match author's claims with evidence which supports the claim(s) 	<p>What are some opportunities to identify rhetorical strategies in action?</p> <p>What are some types of logical fallacies?</p> <p>What is the difference between inductive and deductive reasoning?</p>

Essential Unit Vocabulary

Argument

Persuasion

Claim

Counter-claim

Evidence

Support

Audience

Fallacy

Reasoning

Distortion

Spin

Point of view

Bias

Author's purpose

Next step, create assessments and engaging learning experiences

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address "supporting" standards in daily lesson plans)		
L6:4 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.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Determine meaning Clarify meaning Verify word meaning	Use context clues Use affixes and roots Use reference materials	2/2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determine or clarify the meaning of unknown and multiple meaning words.		How can I deduce what a word means in a given sentence? How does the position of the word assist me? Do I recognize a particular affix or root? What reference tools would assist me? What other tools or strategies would help?

Essential Unit Vocabulary	
Affix/prefix/Suffix Context clues Dictionary Verify Pronunciation Consult Thesaurus glossary	
Next step, create assessments and engaging learning experiences	

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Insert priority standards below (include code). CIRCLE or Highlight the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know. (address "supporting" standards in daily lesson plans)		
L 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Interpret figurative language Utilize relationships of words Identify explicit meaning Identify secondary meaning	Types of Figurative language How Words relate Difference in denotation and connotation	2/2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Figurative language: Similes Metaphors Personification Onomatopoeia alliteration		What are various types of figurative language? How is figurative language used to improve writing? Do words differ or have secondary meanings other than the dictionary definition? How and why are words often alike but different?

Essential Unit Vocabulary
<p>Nuances Figurative language Similes/metaphors/onomatopoeia/alliteration Context clues Negative Positive Figures of speech</p>
<p>Next step, create assessments and engaging learning experiences</p>

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L6: 6 Acquire and use accurately grade appropriate academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression		
Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
Identify and understand academic terms Identify and use domain-specific terms Build vocabulary	General Academic terms Domain specific terms	2/2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determine or clarify the meaning of unknown and multiple meaning words.		How would you use academic words specifically? What is the difference in academic and domain specific terms? What strategies can we use to determine high utility academic words?

Essential Unit Vocabulary
Academic words Domain specific words Expression Comprehension vocabulary
Next step, create assessments and engaging learning experiences