

## Sixth Grade Writing : Text Types and Purposes

### Essential Questions:

1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

**Essential Vocabulary:** claims, evidence, reasons, relevant, accurate, phrases/clauses, credible, source (inc. oral), formal style, clarify, informative/information, explanatory/explanation, topic, convey, concepts, analysis, classification, comparison/contrast, cause/effect, formatting (headings), graphics (charts, tables), multimedia, concrete, quotations, transitions, precise, domain-specific vocabulary, formal style, concluding statement, narrative, real, imagined, sequence, narrator, setting, time frame, orient, dialogue, pacing, sensory language

**College and Career Readiness Anchor Standard 1 for Writing:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral 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.

### 6<sup>th</sup> Grade Enduring Understandings

<u>Prior Background Knowledge Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• introduce their topic clearly.</li> <li>• state their opinions supported by facts and details from the text in an organized structure.</li> <li>• construct a conclusion.</li> <li>• link opinions to reasons using specific signal words (i.e. consequently, specifically, as a result).</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• claims</li> <li>• evidence</li> <li>• reasons</li> <li>• relevant</li> <li>• accurate</li> <li>• phrases/clauses</li> <li>• credible</li> <li>• source (inc. oral)</li> <li>• formal style</li> <li>• clarify</li> </ul>	<ul style="list-style-type: none"> <li>• that various sources can be interpreted and referenced to support claims.</li> <li>• that critical writers analyze sources to determine their trustworthiness.</li> <li>• that relevant evidence is necessary to substantiate a claim.</li> <li>• that their argument comes from their understanding of the source.</li> <li>• that there is a logical sequence that includes an introduction, reflection with evidence, and conclusion when writing an argument.</li> </ul>	<ul style="list-style-type: none"> <li>• create an argumentative piece that includes a claim.</li> <li>• substantiate their claim with evidence from a variety of credible sources.</li> <li>• prove their understanding of the text through reflective, argumentative writing.</li> <li>• design a cohesive piece in a formal style.</li> <li>• construct a concluding statement to leave a final impression on the reader.</li> </ul>

**College and Career Readiness Anchor Standard 2 for Writing: Write informative/explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

**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.**

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- 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.

**6<sup>th</sup> grade Enduring Understandings**

<u>Prior Background Knowledge</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p><u>Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>• write an introduction explaining their focus.</li> <li>• construct body paragraphs that develop the topic logically.</li> <li>• use relevant facts, definitions, details, quotations, or other information/examples.</li> <li>• utilize connecting and transition words to link information within and across categories.</li> <li>• construct a concluding statement or section.</li> </ul>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> <li>• informative/information</li> <li>• explanatory/explanation</li> <li>• topic</li> <li>• convey</li> <li>• concepts</li> <li>• analysis</li> <li>• relevant</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> <li>• formatting (headings)</li> <li>• graphics (charts, tables)</li> <li>• multimedia</li> <li>• concrete</li> <li>• quotations</li> <li>• transitions</li> <li>• precise</li> <li>• domain-specific vocabulary</li> <li>• formal style</li> <li>• concluding statement</li> </ul>	<ul style="list-style-type: none"> <li>• various strategies (text structures) can be used to clearly develop and support a topic.</li> <li>• topic development comes through the use of relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• appropriate transitions clarify relationships among ideas and concepts.</li> <li>• precise language and vocabulary is necessary to inform or explain the topic.</li> <li>• there is a logical sequence that includes an introduction, reflection with evidence, and conclusion when writing an informative/ explanatory piece.</li> </ul>	<ul style="list-style-type: none"> <li>• analyze resources to gather information relevant to the writing task.</li> <li>• compose an informative/ explanatory piece using a variety of text structures.</li> <li>• clearly develop and support a topic.</li> <li>• utilize precise language and domain specific vocabulary.</li> <li>• write a cohesive piece in a formal style.</li> <li>• construct a concluding statement to leave a final impression on the reader.</li> </ul>

**College and Career Readiness Anchor Standard 3 for Writing: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

**W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

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

**6<sup>th</sup> grade Enduring Understandings**

<u>Prior Background Knowledge</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p><u>Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>• use narrative techniques such as: sequencing, dialogue, description, and pacing.</li> <li>• use narrative language such as transitional words, phrases, clauses, and sensory details.</li> <li>• engage in multiple writing experiences, including writing a conclusion that follows from narrated experiences or events.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• narrative</li> <li>• real</li> <li>• imagined</li> <li>• sequence</li> <li>• narrator</li> <li>• setting</li> <li>• time frame</li> <li>• orient</li> <li>• dialogue</li> <li>• pacing</li> <li>• clauses</li> <li>• convey</li> <li>• sensory language</li> </ul>	<ul style="list-style-type: none"> <li>• that using effective techniques, relevant descriptive details, and sequence allows them to write a narrative that will engage and orient the reader.</li> </ul>	<ul style="list-style-type: none"> <li>• write a narrative that engages the reader by including a narrator and/or characters written in a sequence that unfolds naturally and logically.</li> <li>• employ narrative techniques such as dialogue, description, and pacing to show how a character responds to a situation.</li> <li>• apply language such as transitional words, phrases, clauses, relevant descriptive detail to manage and convey experiences and events precisely.</li> <li>• construct a concluding statement to leave a final impression on the reader.</li> </ul>

X

## Sixth Grade Writing : Production and Distribution of Writing

### Essential Questions:

1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

**Essential Vocabulary:** coherent, development, organization, style, task, purpose, audience, planning, revision, editing, rewriting, technology, produce, publish, interact, collaborate

**College and Career Readiness Anchor Standard 4 for Writing:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

### 6<sup>th</sup> Grade Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>• have multiple writing experiences.</li> </ul>	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> <li>• coherent</li> <li>• development</li> <li>• organization</li> <li>• style</li> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• that writing can have different purposes.</li> <li>• that different types of writing have different organizational structures.</li> <li>• that task and purpose are reflected in organization and development of a topic.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• write for a specific purpose.</li> <li>• choose a structure appropriate to the task and grade level expectation.</li> </ul>
--	---	---	--

X

**College and Career Readiness Anchor Standard 5 for Writing:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)**

### 6<sup>th</sup> grade Enduring Understandings

<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>• have multiple writing experiences.</li> <li>• respond to suggestions</li> </ul>	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• that writing is a process; their first draft is not their final draft.</li> <li>• that planning develops and strengthens their writing.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• plan a piece of writing using varied techniques and strategies (story frame, graphic organizer, story map, etc.).</li> </ul>
--	--	---	---

<p>from adults and peers to strengthen writing.</p> <ul style="list-style-type: none"> <li>• use grade level conventions.</li> </ul>		<ul style="list-style-type: none"> <li>• that writing is improved through revision and editing.</li> <li>• that writing is a tool for communication so it must be understandable to their reader.</li> <li>• that collaboration enriches writing.</li> </ul>	<ul style="list-style-type: none"> <li>• recognize spelling, grammar, and punctuation errors and having strategies to correct them (conferences, check sheets, and peer editing) using grade level conventions.</li> <li>• evaluate for task and purpose.</li> <li>• analyze and strengthen their writing using various strategies or trying a new approach (rubrics, peer conferences, rereading).</li> </ul>
--	--	--	--

X

<p><b>College and Career Readiness Anchor Standard 6 for Writing: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p>			
<p><b>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.</b></p>			
<p><b>6<sup>th</sup> grade Enduring Understandings</b></p>			
<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>• produce published writing by collaborating with others.</li> <li>• use technology, including the internet, to publish their writing.</li> <li>• demonstrate sufficient keyboarding skills to type a minimum of two pages at a single setting.</li> </ul>	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> <li>• technology</li> <li>• produce</li> <li>• publish</li> <li>• interact</li> <li>• collaborate</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• using technology strategically can support them in creating and refining their writing.</li> <li>• collaborating with others in the writing process can strengthen their writing skills.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• produce published writing by collaborating with others.</li> <li>• use technology, including the internet, to publish their writing.</li> <li>• demonstrate sufficient keyboarding skills to type a minimum of three pages at a single setting.</li> </ul>

X

## Sixth Grade Writing : Research to Build and Present Knowledge

**Essential Questions:**

1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

**Essential Vocabulary:** research, sources, refocus, inquiry, oral, print, digital, credibility, quote, paraphrase, data, conclusions, plagiarism, bibliographic, evidence, literary, informational, analysis, reflection, research, compare and contrast, genre, story, poem, historical novels, fantasy, theme, non-fiction, trace, evaluate, argument

**College and Career Readiness Anchor Standard 7 for Writing:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**(IEFA)W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.

### 6<sup>th</sup> Grade Enduring Understandings

<u>Prior Background Knowledge</u> <u>Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• research a topic using a variety of sources including at least some topics by and about American Indians.</li> <li>• develop a research question to focus the topic.</li> <li>• analyze and justify their sources for validity.</li> <li>• conduct a short research project based on their findings.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• sources</li> <li>• refocus</li> <li>• inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• that they can conduct a research project based on a question.</li> <li>• that they should utilize several sources, including those by and about American Indians.</li> <li>• that there may be a need to refocus the inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• generate quality research questions, including those by and about American Indians.</li> <li>• utilize several sources.</li> <li>• revise their question as new information arises.</li> <li>• conduct a research project to answer their question.</li> </ul>

X

**College and Career Readiness Anchor Standard 8 for Writing: Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**W.6.8 Gather relevant information from multiple oral, 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.**

<b>6<sup>th</sup> grade Enduring Understandings</b>			
<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>recall relevant information from experience or from oral, print, or digital sources.</li> <li>summarize or paraphrase relevant information in their own words.</li> <li>list their sources.</li> </ul>	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> <li>oral</li> <li>print</li> <li>digital</li> <li>credibility</li> <li>quote</li> <li>paraphrase</li> <li>data</li> <li>conclusions</li> <li>plagiarism</li> <li>bibliographic</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>that it is necessary to assess the credibility in multiple sources.</li> <li>that citing their sources appropriately is important, and can be done through providing basic bibliographic information.</li> <li>that paraphrasing words from other text is a way of sharing information gained.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>gather relevant information from multiple sources.</li> <li>analyze the credibility of multiple sources.</li> <li>quote or paraphrase data and conclusions in their own words.</li> <li>cite bibliographical information.</li> </ul>

X

**College and Career Readiness Anchor Standard 9 for Writing: Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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

- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- 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”).

<b>6<sup>th</sup> grade Enduring Understandings</b>			
<p><u>Prior Background Knowledge Required:</u> Students will...</p> <ul style="list-style-type: none"> <li>collect evidence from text to support analysis, reflection, and research.</li> <li>compare and contrast characters, settings, or events.</li> </ul>	<p><i>Students will know...</i> Vocabulary:</p> <ul style="list-style-type: none"> <li>evidence</li> <li>literary</li> <li>informational</li> <li>analysis</li> <li>reflection</li> <li>research</li> </ul>	<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>that evidence comes from both literary and informational text.</li> <li>that they need to analyze and reflect upon their research.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>compare and contrast texts in different forms or genres in order to obtain evidence to support research.</li> <li>trace and evaluate the argument and claims.</li> <li>distinguish between supported and non-</li> </ul>

<ul style="list-style-type: none"> <li>• explain how the author supports points in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast</li> <li>• genre</li> <li>• story</li> <li>• poem</li> <li>• historical novels</li> <li>• fantasy</li> <li>• theme</li> <li>• non-fiction</li> <li>• trace</li> <li>• evaluate</li> <li>• argument</li> </ul>		supported claims.
---	---	--	-------------------

X



## Sixth Grade Writing : Range of Writing

### Essential Questions:

1. How do writers select the genre of writing for a specific purpose and audience?
2. How do essential components of the writing process guide writers in the communication of ideas?
3. How does the selection of resources impact the quality and validity of the research process and product?
4. How do regular, varied writing opportunities make you a stronger writer?

**Essential Vocabulary:** research, reflection, revision

**College and Career Readiness Anchor Standard 10 for Writing:** Write routinely over extended timeframes (time for research, reflection, revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 6<sup>th</sup> Grade Enduring Understandings

<u>Prior Background Knowledge</u> <u>Required:</u>	<i>Students will know...</i>	<i>Students will understand...</i>	<i>Students will be able to...</i>
<p>Students will...</p> <ul style="list-style-type: none"> <li>• identify task, purpose, and audience.</li> <li>• produce writing pieces in varied lengths over various time frames.</li> <li>• write pieces related to a specific content area.</li> </ul>	<p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• research</li> <li>• reflection</li> <li>• revision</li> </ul>	<ul style="list-style-type: none"> <li>• that writing is a process that occurs over varying amounts of time.</li> <li>• that writing may vary in task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• create a high quality draft under a deadline by writing with flexibility, concentration, and fluency.</li> <li>• revise a piece of writing over multiple drafts when circumstances encourage or require it.</li> <li>• write to discipline specific tasks, with varying purposes and audiences.</li> </ul>

X