

Topic: Author's Backpack

Days: 180

Subject Area(s): English Language Arts

Grade(s): 6

**Key Learning:** The sixth grade writer makes writing choices based on topic, audience, and purpose, composing pieces that incorporate the strategies of writing. Sixth grade students focus on developing well-organized paragraphs and essays. Improve personal writing skills through the use of multiple writing experiences.



**Unit Essential Question(s):** How is writing a skill that draws on the use of strategies to accomplish goals? How is writing a skill that acts as a tool for learning subject matter?



**Concept:**  
**Narrative Writing- August**  
LA.6.4.1.2, LA.6.4.1.1, LA.6.5.1.1  
 Short Story or Poem (6 line minimum)  
 • For example, pretend that one morning you wake up and find yourself in a different country. Describe what happened. How did you get to the foreign country? Where are you? What do you do? Do you learn anything? Write a short story about your day in a different country. Use your imagination.

**Concept:**  
**Expository- September/ October**  
LA.6.3.1.3, LA.6.3.1.2, LA.6.4.2.3, LA.6.4.2.1  
 Full Process Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)

**Concept:**  
**Research- November (See Research Unit Map)**  
 Full Process Research Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)  
 For example, research an important historical event in American history. Consider the event's background (What led up to this event or made it necessary? Who are the important people involved? What was the purpose and what was to be accomplished?), circumstances (When and where did the event take place? What took place?), and results (What immediate effects did this event have on our country? How did it affect the people involved? Was it a success or failure?).



**Lesson Essential Question(s):**  
 How do writers use descriptive and figurative language to create a mental picture for the reader? (A)  
 How do writers develop an engaging plot and understand language techniques in order to write a narrative? (A)  
 How do writers use fluent and legible handwriting skills to write a narrative? (A)  
 What are the differences between an autobiography and biography? (ET)

**Lesson Essential Question(s):**  
 What are the purposes of an expository essay? (A)  
 How do I effectively use the parts (topic, writing situation, directions) of a timed-writing expository prompt? (A)  
 How can I revise and edit an essay with a peer? (A)  
 How do I format a compare/contrast essay? (A)  
 (A)  
 What are the parts (topic, writing situation, directions) of an expository prompt? (A)

**Lesson Essential Question(s):**  
 What process is used for selecting a topic and formulating a search plan? (A)  
 How do researchers organize, summarize, and record information from multiple sources, including paraphrasing and quoting? (A)  
 How do researchers organize their key points and conclusions in order to write an informational report? (A)  
 How do researchers edit and revise their bibliography and quotes? (A)  
 How do researchers prepare a multi-media presentation of the data and conclusions? (A)



**Vocabulary:**  
 plot, exposition, rising action, climax, falling action, resolution

**Vocabulary:**  
 Expository, directions

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<p><b>Concept:</b>  <b>Expository/Narrative - December (See Literary Analysis Unit Map)</b></p> <p>Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric)</p>	<p><b>Concept:</b>  <b>Poetry-January (See Poetry Unit Map)</b></p> <p>Short Story or Poem (minimum of six lines)</p> <ul style="list-style-type: none"> <li>For example, pretend that one morning you wake up and find out that you've become your teacher for a day! What happened? What do you do? Do you learn anything? Write a story about what happens. Use your imagination!</li> </ul>	<p><b>Concept:</b>  <b>Creative Writing-February</b></p> <p>Short Story or Poem (minimum of six lines)</p> <ul style="list-style-type: none"> <li>For example, the expression "a fork in the road" refers to a circumstance where a person must choose one of two directions without knowing what waits for them on each road. This metaphor can be applied to many life decisions where we have to choose between two courses of action, not knowing which will work out better in the end. Write a story about a character who is struggling with a decision. Why is the decision hard to make? Your story should reveal the choice the character makes and the consequences of that choice.</li> </ul>
<p><b>Lesson Essential Question(s):</b>          What are the elements of a book review? (A)</p> <p>How do writers use descriptive and figurative language to create a mental picture for the reader? (A)</p>	<p><b>Lesson Essential Question(s):</b>          How do I use the writing process to write a poem? (A)</p> <p>How do poets use language techniques to write song lyrics and limericks? (ET)</p> <p>How can I use figurative language, rhythm, dialogue, and/or characterization to add variety to my writing? (ET)</p>	<p><b>Lesson Essential Question(s):</b>          How can I use dialogue, characterization and appropriate format to write a short play or skit? (A)</p> <p>What techniques are used when creating a skit? (A)</p>
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b></p>

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<p><b>Concept:</b>  <b>Expository- February/ March (See Reading/ Writing in Today's World Unit Map)</b>  <u>LA.6.3.3.4, LA.6.3.2.2, LA.6.3.2.1, LA.6.3.1.3, LA.6.3.1.2, LA.6.4.2.3</u>          Work-Related text, which would include such documents as memos, e-mails, correspondence, project plans, work orders, proposals, resume, bios, abstracts, Web pages, or talking points.          • For example, emails and letters are similar forms of communication, yet they have some important differences. Write an essay comparing and contrasting e-mails and old-fashioned letters. Are there specific times when you use one or the other, or are the two interchangeable? Do you write letters to the same people that you e-mail? How do the rules for writing letters differ from the rules for writing e-mails? Use specific examples from your experience to support your comparison.</p>	<p><b>Concept:</b>  <b>Persuasive Writing- April/ May (See Power of Persuasion Unit Map)</b>          Full Process Persuasive Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)</p>	<p><b>Concept:</b></p>
<p><b>Lesson Essential Question(s):</b>          How do I effectively use the parts (topic, writing situation, directions) of a timed-writing expository prompt? (A)          How can I successfully PLAN for an expository essay? (A)          How can I add a "hook" that catches the reader's attention? (A)          How do I construct a thesis statement which states my position and transitions smoothly into the first paragraphs? (A)</p>	<p><b>Lesson Essential Question(s):</b>          What are the purposes of persuasive writing? (A)          What are the parts of the persuasive essay? (A)          How do I effectively use the parts (topic, writing situation, directions) of a timed-writing persuasive prompt? (A)          How can I successfully PLAN for a persuasive essay? (A)          How can I add a "hook" that catches the reader's attention? (A)          How do I conduct a thesis statement which states my position and transitions smoothly into the first paragraph? (A)</p>	<p><b>Lesson Essential Question(s):</b></p>
<p><b>Vocabulary:</b></p>	<p><b>Vocabulary:</b>          PLAN (acronym), hook, WRITE (acronym)</p>	<p><b>Vocabulary:</b></p>

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**Additional Information:**

**Suggested Writing:**

**August- Autobiography/Biography**

**September- Expository**

**October-Compare/Contrast Article**

**November- Research**

**December- Poetry**

**January- Book Review or Narrative**

**February- Skit**

**February/March- Procedure/Directions**

**April- Persuasion/Debate**

**May- Compare/Contrast**

**Teachers are encouraged to model how to use the above mentioned strategies.**

**Types of Introductions:** Provide background, share an anecdote, outline a problem, explain an issue, present a situation, offer a definition, ask a question, use an extended example, present a quotation, make a comparison, provide statistics, describe a mystery

**Frequently used formed for body paragraphs:** chronological order; cause and effect order; order of importance; comparison/contrast

**Collaborative Writing** involves peers writing as a team, in one approach, a higher student is assigned to be the Helper (tutor) and a lower achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper students assists the Writer student with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. Through the intervention, the teacher's role is to monitor, prompt, and praise the students, and address their concerns.

**Varieties of Support:** Comparisons, appeals to authority, appeals to audience need and values; address the counterargument; highly logical, personally experienced facts, statistics, determine and support probable effect

**General patterns for a conclusion:** Move from a specific argument to a statement of the argument's broader significance; suggest future directions or effects of the plan; raise related issues, but no new argument.

**Sentence-combining** instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.

- Combining smaller related sentences into a compound sentence using the connectors and, but, and because.
- Embedding an adjective or adverb from one sentence into another.
- Creating complex sentences by embedding an adverbial and adjectival clause from one sentence into another.
- Making multiple embeddings involving adjectives, adverbs, adverbial clauses, and adjectival clauses.

**Attached Document(s):**

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**Concept: Narrative Writing- August**

plot - is the organized pattern or sequence of events that makeup a story.

exposition - occurs at the beginning. Here the characters are introduced. We also learn about the setting of the story. Most importantly, we are introduced to main conflict.

rising action - This part of the story begins to develop the conflict(s). A building of interest or suspense occurs.

climax - is the turning point of the story. Ususally the main character comes face to face with the main conflict. The main character will change in some way.

falling action - All loose ends of the plot are tied up. the conflict(s) and climax are taken care of.

resolution - The story comes to a reasonable ending.

**Concept: Expository- September/October**

Expository - The purpose of an expository essay is to explain  
directions -

**Concept: Persuasive Writing- April/May (See Power of Persuasion Unit Map)**

PLAN (acronym) - **P**ay attention to the prompt; **L**ist the main idea; **A**dd supporting details; **N**umber your ideas

hook - A "clincher" statement that catches the reader's attention

WRITE (acronym) - **W**ork from your plan to develop your thesis statement;

**R**emember your goals; **I**nclude transition words for each paragraph; **T**ry to vary the sentence structure; use **E**xiting and interesting \$10,000 words