

LA6 Unit #2: Language Arts - Research Simulation Writing

Content Area: **Language Arts**
Course(s): **Language Arts 6**
Time Period: **Marking Period 2**
Length: **60+ days**
Status: **Published**

Established Goals/Standards

Focus Standards

LA.W.6.1.A	Introduce claim(s) and organize the reasons and evidence clearly.
LA.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.
LA.W.6.1.C	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
LA.W.6.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.6.1.E	Provide a concluding statement or section that follows from the argument presented.
LA.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.
LA.W.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.

Essential Questions

- How does a writer effectively generate/brainstorm ideas to respond to the prompt given?
- How does a writer identify, cite, and apply textual evidence to their writing?
- How does a writer produce clear and coherent writing appropriate to the task, audience, and purpose?

- How should a writer approach a prompt and break it down?
- What does it mean to effectively persuade through writing?

Enduring Understanding

- Claims are supported with clear reasons and relevant evidence.
- Clarify with relationships among sources provided.
- Development, organization, and style produce clear and coherent writing.
- Good writers establish and maintain a formal style and organize the evidence and reasons.
- Relevant and sufficient evidence from sources provided (texts/videos etc.)

Content

- Answering the prompt
- Paragraph structure
- Sentence structure
- Sentence variety
- Sophisticated vocabulary
- Textual evidence
- Thesis statements
- Transitions and transitional phrases

Resources

Please add your Resources by clicking on the Lists tab above.

- Google docs
- Graphic organizers (in google drive)
- PARCC online practice tests <https://parcc.pearson.com/practice-tests/>
- PARCC Resource Center samples - <https://prc.parcconline.org/>
- Student Laptops
- Transitional words/phrases list
- Wordly Wise