

# The Writing Lab

Grade 6

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## Course Overview

In Grade 6 Writing Lab, students will become stronger writers by learning how to build clear and thoughtful sentences. Each week, we will read a short anchor text to help us practice grammar, vocabulary, and writing. Students will learn how to connect ideas using conjunctions (ie *because*, *but*, and *so*) and transition words (ie *for example* or *as a result*).

Students will also do language dives, where we look closely at powerful sentences from the reading to understand how good writing works. As students grow, they will begin to plan and write well-organized paragraphs using a tool called a Single Paragraph Outline (SPO). By the end of the marking period, students will be able to write strong, clear, and academic paragraphs that show what they've learned and combine paragraphs into compositions.

This class will help students become more confident writers who know how to express their ideas clearly and correctly.

## Standards

### English/Language Arts

#### Writing

W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
- d. Establish and maintain a formal/academic style, approach, and form.
- e. Provide a concluding statement or section that follows from the argument presented.

W.IW.6.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 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 aid in 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. Acknowledge and attempt a formal/academic style, approach, and form.
- f. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.

W.NW.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.

W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

W.WR.6.5. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.SE.6.6. 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. icon of hand holding a plant to denote opportunity to integrate climate change education.

W.RW.6.7. 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.

## Language

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
- f. Recognize spelling conventions.

L.KL.6.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- b. Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- c. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- d. Maintain consistency in style and tone.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- 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.
- b. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- c. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- d. 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.
- e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.6.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Analyze the impact of a specific word choice on meaning and tone.
- d. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

## Reading

RL.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1. Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.6.3. Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3. Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

RL.TS.6.4. Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.

RI.TS.6.4. Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

RL.PP.6.5. Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

RI.PP.6.5. Identify author's purpose perspective or potential bias in a text and explain the impact on the reader's interpretation.

RL.MF.6.6. Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

RI.MF.6.6. Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

RI.AA.6.7. Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. icon of hand holding a plant to denote opportunity to integrate climate change education.

RL.CT.6.8. Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.

RI.CT.6.8. Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.

## **Speaking and Listening**

SL.PE.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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.II.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. icon of hand holding a plant to denote opportunity to integrate climate change education.

SL.ES.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.PI.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.UM.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.AS.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Cross-Curricular Standards**

### *Science*

RST.6–8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS1-2), (MS-PS1-3)

RST.6–8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS1-1), (MS-PS1-2), (MS-PS1-4), (MS-PS1-5)

WHST.6–8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (MS-PS1-3)

### *Social Studies*

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.

## **Career Readiness, Life Literacies, and Key Skills**

### *Creativity and Innovation*

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

### *Critical Thinking and Problem Solving*

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

### *Technology Issues*

9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.

9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

## **Essential Questions**

How do writers use grammar and sentence structure to clearly express their ideas?

What makes a sentence or paragraph effective in academic writing?

How can connecting ideas with conjunctions and transitions make our writing stronger?

Why is it important to understand how other writers build powerful sentences?

Why is structure important in writing, and how can outlining help create it?

In what ways does writing help us better understand what we read and think?

## Enduring Understandings

**Clear writing begins with clear sentences.** Writers use grammar and sentence structure to organize and express their thoughts in ways that others can understand.

**Conjunctions and transition words help connect ideas logically.** Effective writing uses these tools to show relationships between ideas and improve flow.

**Writers learn by studying the writing of others.** Analyzing how published authors build sentences helps students understand how to make their own writing stronger.

**Strong paragraphs are built from a clear plan.** Using tools like the Single Paragraph Outline helps writers organize their thoughts and support their ideas with evidence.

**Effective writing has a clear structure.** Using outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.

**Academic writing is a skill that develops with practice.** Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.

# Key Resources

*The Writing Revolution 2.0 (TWR)*

- Page numbers in parentheses after Lessons and Activities refer to pages in the book

MyTWRtools. <<https://www.thewritingrevolution.org/my-twr-tools/>>

- Templates
- Content Area Lessons
- Assessment Tools
- Classroom Tools

*Scholastic Action* – used for Anchor text; activities should align with TWR

*Scholastic Scope* – used for Anchor text; activities should align with TWR

# Supplementary Resources

[Quill.org](#) – used for language diagnostic and intervention; Baseline Diagnostic and Recommended Activities preferred

Language Dives – used to supplement lessons with a focus on language, syntax, and sentence structure if necessary

# Pacing Guide

## Introductory Lessons/Assessments (2-3 days)

*Can be incorporated into Unit 1, Module 1 if time allows.*

[Writing Assessment](#) [pp. 267-273]

[Quill.org](#) Baseline Diagnostic

Whole Class Single-Paragraph Outline (SPO) [pp. 131-136] – *meant to introduce students to writing expectations*

# Unit 1: Sentencing and Note-Taking (10 days)

## Unit 1 Overview

This unit will introduce students to several strategies to help improve their sentence writing and comprehension through note-taking. Focusing on how writers use sentences to clearly express their ideas, students will practice writing strong, sophisticated sentences in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. By the end of the unit, students will demonstrate a command for sentencing, including variation and use of basic conjunctions.

| Standard                                           | Essential Question<br>->                                                          | Skills / Strategies Taught ->                                                                                                                   | Assessment ->                                                                                                                                                                                                                                                                                                                                             | Enduring Understanding                                                                                                                                                  |
|----------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.SS.6.1<br>L.KL.6.2.a<br>L.VL.6.3.a<br>L.VL.6.3.b | How do writers use grammar and sentence structure to clearly express their ideas? | Fragments / Sentences<br><br>Expand Sentences with Basic Conjunctions<br><br>Sentence Expanding and Combining<br><br>Convert Notes to Sentences | Identify and revise sentence fragments to form complete sentences.<br><br>Use basic conjunctions (e.g., <i>and</i> , <i>but</i> , <i>because</i> ) to connect related ideas within a sentence.<br><br>Expand sentences by combining multiple ideas using appropriate conjunctions to show logical relationships (e.g., cause/effect, contrast, sequence). | <b>Clear writing begins with clear sentences.</b> Writers use grammar and sentence structure to organize and express their thoughts in ways that others can understand. |
| RL.CR.6.1<br>RI.CR.6.1<br><br>W.IW.6.2.c           | In what ways does writing help us better understand                               | Underline key words and phrases<br><br>Convert Sentences into Notes                                                                             | Identify and underline key words and phrases to highlight important information in a text.                                                                                                                                                                                                                                                                | <b>Academic writing is a skill that develops with practice.</b> Through repeated reading, planning,                                                                     |

|  |                         |                 |                                                                                                                                                                                                               |                                                                                        |
|--|-------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|  | what we read and think? | Annotate a text | <p>Paraphrase full sentences into concise notes that capture essential information.</p> <p>Annotate a text by making notes, asking questions, and highlighting important details to deepen understanding.</p> | and writing, students become more confident in expressing ideas clearly and correctly. |
|--|-------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|

### Module 1: Sentencing

Focus Standards: L.SS.6.1; L.KL.6.2.a; L.VL.6.3.a; L.VL.6.3.b; RL.CR.6.1; RI.CR.6.1; WRW.6.7

Cross-Curricular Standards:

Anchor Text: [Chocolate Chronicles: The Story of Chocolate](#) (MyTWRtools)

Focus Strategies: Fragments/Sentences, basic conjunctions, sentence expanding

*Warm-ups for Unit 1, Module 1 are different since students need to be taught sentencing activities before they can be used as Warm-ups. These short writings can be used for assessment purposes and a way to get to know students quickly.*

|                                                                                        | Warm Up                       | Lesson/Modeling                                                                                  | Student Work / Assessment                        |
|----------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br>L.VL.6.3.a<br>L.VL.6.3.b<br><br>RL.CR.6.1<br>RI.CR.6.1 | 10 minute writing from prompt | Whole Class Reading of Anchor Text<br><br><a href="#">Introduce because, but, so</a> [pp. 78-83] | Students will work on writing a summary sentence |

|                                                                                         |                               |                                              |                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WRW.6.7                                                                                 |                               |                                              |                                                                                                                                                                                                                                                  |
| <b>Day 2</b><br><br>L.SS.6.1<br>L.KL.6.2.a<br><br>RL.CR.6.1<br>RI.CR.6.1<br><br>WRW.6.7 | 10 minute writing from prompt | Identify fragments and sentences [pp. 35–39] | Students will work on identifying fragments and sentences<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic       |
| <b>Day 3</b><br><br>L.SS.6.1<br><br>RL.CR.6.1<br>RI.CR.6.1<br><br>W.IW.6.2.c<br>WRW.6.7 | 10 minute writing from prompt | Change fragments to sentences [pp. 35–39]    | Students will change fragments into sentences ensuring clarity<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic  |
| <b>Day 4</b><br><br>L.SS.6.1<br><br>RL.CR.6.1<br>RI.CR.6.1<br><br>WRW.6.7               | 10 minute writing from prompt | Unscramble sentences [pp. 39–41]             | Students will unscramble simple sentences from the anchor text.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 5</b><br><br>L.SS.6.1<br><br>RL.CR.6.1                                           | 10 minute writing from prompt | Sentence Expansion [pp.46–57]                | Students will practice expanding sentences based on the anchor text.<br><br>Teacher can pull a group or conference with students                                                                                                                 |

|                                     |  |  |                                                                                                                |
|-------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------|
| RI.CR.6.1<br>W.IW.6.2.c<br>W.RW.6.7 |  |  | Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
|-------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------|

## Module 2: Note-Taking

Focus Standards:

Cross-Curricular Standards:

Anchor Text: [Chocolate Chronicles: The Story of Chocolate](#) (MyTWRtools)

Focus Strategies:

|                                                                                                          | Warm Up                                                                                                                                      | Lesson                                                                                           | Student Work Time                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br>L.VL.6.3.a<br>L.VL.6.3.b<br><br>RL.CR.6.1<br>RI.CR.6.1<br><br>W.IW.6.2.c | <b>Begin reading anchor text silently</b>                                                                                                    | Whole Class Reading of Anchor Text<br><br>Introduce students to Note-taking symbols [pp.59 - 65] | Students will work on writing a summary sentence from notes.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on Quill.org activities from Baseline Diagnostic                |
| <b>Day 2</b><br><br>L.SS.6.1<br>L.KL.6.2.a<br><br>RL.CR.6.1<br>RI.CR.6.1<br><br>W.IW.6.2.c               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Underline Key Words and Phrases [pp.59 - 65]                                                     | Students will work on identifying key words and phrases in the anchor text.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on Quill.org activities from Baseline Diagnostic |
| <b>Day 3</b>                                                                                             | <b>Sentencing Activity</b>                                                                                                                   | Convert Sentences into Notes [pp.59 -                                                            | Students will work on converting sentences into                                                                                                                                                                          |

|                                                                     |                                                                                                                                             |                                           |                                                                                                                                                                                                    |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.SS.6.1<br>RL.CR.6.1<br>RI.CR.6.1<br><br>WIW.6.2.c                 | - change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i>                               | 65]                                       | notes.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic           |
| <b>Day 4</b><br>L.SS.6.1<br>RL.CR.6.1<br>RI.CR.6.1<br><br>WIW.6.2.c | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Convert Notes into Sentences [pp.59 - 65] | Students will work on converting notes into sentences<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on Quill.org activities from Baseline Diagnostic |
| <b>Day 5</b><br>L.SS.6.1<br>RL.CR.6.1<br>RI.CR.6.1<br><br>WIW.6.2.c | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Annotate a Text [pp.59 - 65]              | Students will work on annotating a text<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on Quill.org activities from Baseline Diagnostic               |

## Unit 2: Paragraph Structure (10 days)

### Unit 2 Overview

This unit will introduce students to several strategies to help improve sentence variety and complexity. Focusing on how writers use sentences to clearly express their ideas, students will practice writing strong, sophisticated sentences in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. By the end of the unit, students will demonstrate a command for using subordinating conjunctions and transitions in writing as well as selecting and sequencing relevant details to support a claim.

| Standard                                               | Essential Question<br>->                                                              | Skills / Strategies Taught ->                                                                                                         | Assessment ->                                                                                                                                                                                                                               | Enduring Understanding                                                                                                                                                           |
|--------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.SS.6.1<br>L.KL.6.2.a<br>L.VL.6.3.a<br>L.VL.6.3.b     | How can connecting ideas with conjunctions and transitions make our writing stronger? | Subordinating Conjunctions<br><br>Transitions<br><br>Appositives                                                                      | Use subordinating conjunctions to connect ideas when writing about a text.<br><br>Write sentences that explain relationships between events, characters, or ideas in a text using subordinating conjunctions, transitions, and appositives. | <b>Conjunctions and transition words help connect ideas logically.</b> Effective writing uses these tools to show relationships between ideas and improve flow.                  |
| RI.TS.6.4<br>RI.AA.6.7                                 | What makes a sentence or paragraph effective in academic writing?                     | Distinguishing between a topic sentence and supporting details<br><br>Given a topic sentence, develop and organize supporting details | Distinguish between a topic sentence and supporting details in a paragraph.<br><br>Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.                                                      | <b>Strong paragraphs are built from a clear plan.</b> Using tools like the Single Paragraph Outline helps writers organize their thoughts and support their ideas with evidence. |
| RL.IT.6.3<br>RI.IT.6.3<br><br>W.AW.6.1.c<br>W.IW.6.2.c | In what ways does writing help us better understand what we read and think?           | Distinguishing between a topic sentence and supporting details<br><br>Given a topic sentence, develop and organize supporting details | Distinguish between a topic sentence and supporting details in a paragraph.<br><br>Develop and organize relevant supporting details to explain or elaborate on a                                                                            | <b>Academic writing is a skill that develops with practice.</b> Through repeated reading, planning, and writing, students become more confident in                               |

|  |  |  |                       |                                         |
|--|--|--|-----------------------|-----------------------------------------|
|  |  |  | given topic sentence. | expressing ideas clearly and correctly. |
|--|--|--|-----------------------|-----------------------------------------|

## Module 1: Paragraphs – Sentence Variety (T.S.)

Focus Standards: L.SS.6.1; RL.IT.6.3; RI.IT.6.3; W.AW.6.1.c; W.IW.6.2.c

Cross-Curricular Standards:

Anchor Text: [Marie Curie: Overcoming Barriers in Science](#) (MyTWRtools)

Focus Strategies: subordinating conjunctions, transitions, topic sentences, supporting details

|                                                                                                         | Warm Up                                                                                                                                     | Lesson                                 | Student Work Time                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.AA.6.7                                              | <b>Begin reading anchor text silently</b>                                                                                                   | Whole Class Reading of Anchor Text     | Students will work on writing a summary sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="#">Quill.org</a> activities from Baseline Diagnostic                                                                                                       |
| <b>Day 2</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RL.IT.6.3<br>RI.IT.6.3<br><br>W.AW.6.1.c<br>W.IW.6.2.c | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Subordinating Conjunctions [pp. 84-87] | Students will be given sentence stems with subordinating conjunctions and will need to complete the sentences with relevant information from the text.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="#">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 3</b><br><br>L.SS.6.1                                                                            | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion                             | Subordinating Conjunctions [pp. 84-87] | Students will be given sentence stems with subordinating conjunctions and will need to complete the sentences with relevant information from the text.                                                                                                                                                              |

|                                                                                            |                                                                                                                                             |                         |                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL.IT.6.3<br>RI.IT.6.3<br><br>W.AW.6.1.c<br>W.IW.6.2.c                                     | <i>-because, but, so</i>                                                                                                                    |                         | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic                                                                                                                                                               |
| <b>Day 4</b><br><br>L.SS.6.1<br><br>RL.IT.6.3<br>RI.IT.6.3<br><br>W.AW.6.1.c<br>W.IW.6.2.c | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Transitions [pp. 88-96] | Students will be given sentence stems with subordinating conjunctions and will need to complete the sentences with relevant information from the text.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 5</b><br><br>L.SS.6.1<br><br>RL.IT.6.3<br>RI.IT.6.3<br><br>W.AW.6.1.c<br>W.IW.6.2.c | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Transitions [pp. 88-96] | Students will be given sentence stems with subordinating conjunctions and will need to complete the sentences with relevant information from the text.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |

## Module 2: Paragraphs – Topic Sentence (T.S.) and Details

Focus Standards: L.SS.6.1; RL.AA.6.7; W.AW.6.1.b; W.IW.6.2.b

Cross-Curricular Standards:

Anchor Text: [The Buzz about Bees](#) (MyTWRTool)

Focus Strategies: distinguish a topic sentence from details, generate details to support a topic sentence

|                                                                                            | Warm Up                                                                                                                                                                      | Lesson                                            | Student Work Time                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.AA.6.7                                 | <b>Begin reading anchor text silently</b>                                                                                                                                    | Whole Class Reading of Anchor Text                | Students will work on writing a summary sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic                                 |
| <b>Day 2</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.AA.6.7<br><br>W.AW.6.1.b<br>W.IW.6.2.b | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i><br>- subordinating conjunctions | Distinguish a T.S. from details [p. 137]          | Students will work on distinguishing a topic sentence from supporting details<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic    |
| <b>Day 3</b><br><br>L.SS.6.1<br><br>RI.AA.6.7<br><br>W.AW.6.1.b<br>W.IW.6.2.b              | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i><br>- subordinating conjunctions | Identify T.S. and sequence given details [p. 138] | Students will work on sequencing details in logical order given a topic sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 4</b><br><br>L.SS.6.1<br><br>RI.AA.6.7<br><br>W.AW.6.1.b<br>W.IW.6.2.b              | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i><br>- subordinating conjunctions | Given T.S., select relevant details [p. 139]      | Students will select relevant details and sequence them given a topic sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic   |

|                                                                               |                                                                                                                                                                              |                                                                  |                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 5</b><br><br>L.SS.6.1<br><br>RI.AA.6.7<br><br>W.AW.6.1.b<br>W.IW.6.2.b | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i><br>- subordinating conjunctions | Given T.S., select and sequence relevant details [pp. 139 – 141] | Students will select relevant details and sequence them given a topic sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit 3: Generating Paragraphs (10 days)

### Unit 3 Overview

This unit will introduce students to several strategies to help improve their paragraphs with sophisticated sentences, transitions, and relevant supporting details. Focusing on how writers use sentences to clearly express their ideas, students will practice writing strong sentences in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. Module 1 of this unit is exclusively focused on generating details for a strong argumentative and/or informational paragraph to help students gain the practice and comfort with generating strong paragraphs in response to text-dependent prompts. By the end of the unit, students will demonstrate a command for using topic sentences and supporting details to construct paragraphs in response to prompts.

| Standard                                           | Essential Question<br>->                                                              | Skills / Strategies Taught ->                                    | Assessment ->                                                                                                                                                          | Enduring Understanding                                                                                                                                             |
|----------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.SS.6.1<br>L.KL.6.2.a<br>L.VL.6.3.a<br>L.VL.6.3.b | How can connecting ideas with conjunctions and transitions make our writing stronger? | Subordinating Conjunctions<br><br>Transitions<br><br>Appositives | Use subordinating conjunctions to connect ideas when writing about a text.<br><br>Write sentences that explain relationships between events, characters, or ideas in a | <b>Conjunctions and transition words help connect ideas logically.</b><br>Effective writing uses these tools to show relationships between ideas and improve flow. |

|                        |                                                                              |                                                                                                                                              |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                            |
|------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        |                                                                              |                                                                                                                                              | text using subordinating conjunctions, transitions, and appositives.                                                                                                                                                                                                                                |                                                                                                                                                                                            |
| W.AW.6.1<br>W.IW.6.2   | Why is structure important in writing, and how can outlining help create it? | <p>Given T.S., generate details</p> <p>Given a topic/prompt, generate a T.S.</p> <p>Given a topic/prompt, construct an SPO independently</p> | <p>Generate relevant supporting details based on a given topic sentence.</p> <p>Compose a clear topic sentence in response to a given prompt or topic.</p> <p>Independently construct a Single-Paragraph Outline (SPO) that organizes a topic sentence and supporting details in logical order.</p> | <b>Effective writing has a clear structure.</b> Using outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.          |
| RI.CR.6.1<br>RI.CI.6.2 | In what ways does writing help us better understand what we read and think?  | <p>Distinguishing between a topic sentence and supporting details</p> <p>Given a topic sentence, develop and organize supporting details</p> | <p>Distinguish between a topic sentence and supporting details in a paragraph.</p> <p>Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.</p>                                                                                                       | <b>Academic writing is a skill that develops with practice.</b> Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly. |

## Module 1: Paragraphs – Generating Single-Paragraph Outlines (SPO)

Focus Standards: L.SS.6.1; RI.CR.6.1; RI.CI.6.2; W.AW.6.1; W.IW.6.2

Cross-Curricular Standards:

Anchor Text: [The Science Behind Gratitude](#) (MyTWRtools)

Focus Strategies: Given T.S., generate details

|                                                                                                                                             | Warm Up                                                                                                                                      | Lesson                                                                                                                                                                                    | Student Work Time                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Day 1<br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.CI.6.2                                                                                         | <b>Begin reading anchor text silently</b>                                                                                                    | Whole Class Reading of Anchor Text                                                                                                                                                        | Students will work on writing a summary sentence                                                                                                                                                                                                                 |
| Day 2<br><br>W.AW.6.1.b<br>W.AW.6.1.c<br>W.AW.6.1.d<br>W.AW.6.1.e<br><br>W.IW.6.2.b<br>W.IW.6.2.c<br>W.IW.6.2.d<br>W.IW.6.2.e<br>W.IW.6.2.f | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Given T.S., generate details<br><i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i> | Students will work on generating details about a topic given a topic sentence.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| Day 3<br><br>W.AW.6.1.b<br>W.AW.6.1.c<br>W.AW.6.1.d<br>W.AW.6.1.e<br><br>W.IW.6.2.b<br>W.IW.6.2.c<br>W.IW.6.2.d<br>W.IW.6.2.e<br>W.IW.6.2.f | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Given T.S., generate details<br><i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i> | Students will work on generating details about a topic given a topic sentence.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| Day 4                                                                                                                                       | <b>Sentencing Activity</b><br>- change fragments to                                                                                          | Given T.S., generate details<br><i>Teacher will need to create prompt and TS and</i>                                                                                                      | Students will work on generating details about a topic given a topic sentence.                                                                                                                                                                                   |

|                                                                                                                                             |                                                                                                                                              |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.AW.6.1.b<br>W.AW.6.1.c<br>W.AW.6.1.d<br>W.AW.6.1.e<br><br>W.IW.6.2.b<br>W.IW.6.2.c<br>W.IW.6.2.d<br>W.IW.6.2.e<br>W.IW.6.2.f              | sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i>                                                     | <i>determine which sub-standard is the focus for the day based on student work from the previous units.</i>                                                                               | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic                                                                                       |
| Day 5<br><br>W.AW.6.1.b<br>W.AW.6.1.c<br>W.AW.6.1.d<br>W.AW.6.1.e<br><br>W.IW.6.2.b<br>W.IW.6.2.c<br>W.IW.6.2.d<br>W.IW.6.2.e<br>W.IW.6.2.f | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Given T.S., generate details<br><i>Teacher will need to create prompt and TS and determine which sub-standard is the focus for the day based on student work from the previous units.</i> | Students will work on generating details about a topic given a topic sentence.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |

## Module 2: Paragraphs - Generating Single-Paragraph Outlines (SPO)

Focus Standards:

Cross-Curricular Standards:

Anchor Text: [Dr. Martin Luther King: A Leader for Change](#) (MyTWRtools)

Focus Strategies: Given a topic/prompt, generate a T.S.; Given a topic/prompt, construct an SPO independently

|                              | Warm Up                                   | Lesson                             | Student Work Time                                |
|------------------------------|-------------------------------------------|------------------------------------|--------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1 | <b>Begin reading anchor text silently</b> | Whole Class Reading of Anchor Text | Students will work on writing a summary sentence |

|                                              |                                                                                                                                             |                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RI.CR.6.1<br>RI.CI.6.2                       |                                                                                                                                             |                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
| <b>Day 2</b><br><br>W.AW.6.1<br><br>W.IW.6.2 | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Given a topic/prompt, generate a T.S.                                                                             | Students will work on developing several topic sentences and begin finding relevant details and support.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic              |
| <b>Day 3</b><br><br>W.AW.6.1<br><br>W.IW.6.2 | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Given a topic/prompt, construct an SPO independently                                                              | Building off work from the previous lesson, students will construct an SPO and attempt to publish in the same period.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 4</b><br><br>W.AW.6.1<br><br>W.IW.6.2 | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Given a topic/prompt, generate a T.S.<br><i>Topic/prompt should be new and now a repeat from Day 2 and Day 3.</i> | Students will work on developing several topic sentences and begin finding relevant details and support.<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic              |
| <b>Day 5</b><br><br>W.AW.6.1                 | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion                             | Given a topic/prompt, construct an SPO independently                                                              | Building off work from the previous lesson, students will construct an SPO and attempt to publish in the same period.                                                                                                                                                                                   |

|          |                   |  |                                                                                                                                                                                   |
|----------|-------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| W.IW.6.2 | -because, but, so |  | <p>Teacher can pull a group or conference with students</p> <p>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic</p> |
|----------|-------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Unit 4: Compositions (10 days)

### Unit 4 Overview

This unit will introduce students to several strategies to help improve their composition skills (ie, multi-paragraph responses, essays, etc). Focusing on how writers use multiple paragraphs to clearly express their ideas, students will practice writing strong paragraphs in response to academic readings, while also continuing to revisit readings to engage with texts through close-readings and note-taking. This unit is focused on the Pre-transition Outline, a strategy that helps students think through a multi-paragraph response to a prompt. By the end of the unit, students will demonstrate a command for writing multiple paragraphs on a single topic. Students will still be expected to demonstrate skills from previous units (advanced sentencings, use of conjunctions, topic sentences, supporting details, etc).

| Standard                                           | Essential Question<br>->                                                              | Skills / Strategies Taught ->                                    | Assessment ->                                                                                                                                                                                                                                      | Enduring Understanding                                                                                                                                                        |
|----------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.SS.6.1<br>L.KL.6.2.a<br>L.VL.6.3.a<br>L.VL.6.3.b | How can connecting ideas with conjunctions and transitions make our writing stronger? | Subordinating Conjunctions<br><br>Transitions<br><br>Appositives | <p>Use subordinating conjunctions to connect ideas when writing about a text.</p> <p>Write sentences that explain relationships between events, characters, or ideas in a text using subordinating conjunctions, transitions, and appositives.</p> | <p><b>Conjunctions and transition words help connect ideas logically.</b></p> <p>Effective writing uses these tools to show relationships between ideas and improve flow.</p> |

|                                   |                                                                                     |                                                                                                                                                       |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                   |
|-----------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W.AW.6.1</p> <p>W.IW.6.2</p>   | <p>Why is structure important in writing, and how can outlining help create it?</p> | <p>Develop topic sentences and details for a PTO</p> <p>Develop a thesis statement and conclusion for a PTO</p> <p>Draft a composition from a PTO</p> | <p>Develop clear topic sentences and relevant supporting details using a PTO.</p> <p>Compose a thesis statement and a concluding sentence to organize and complete a PTO.</p> <p>Draft a well-organized composition using ideas and structure from a completed PTO.</p> | <p><b>Effective writing has a clear structure.</b> Using outlines helps writers organize their ideas logically, making it easier for readers to follow and understand their message.</p>          |
| <p>RI.CR.6.1</p> <p>RI.CI.6.2</p> | <p>In what ways does writing help us better understand what we read and think?</p>  | <p>Distinguishing between a topic sentence and supporting details</p> <p>Given a topic sentence, develop and organize supporting details</p>          | <p>Distinguish between a topic sentence and supporting details in a paragraph.</p> <p>Develop and organize relevant supporting details to explain or elaborate on a given topic sentence.</p>                                                                           | <p><b>Academic writing is a skill that develops with practice.</b> Through repeated reading, planning, and writing, students become more confident in expressing ideas clearly and correctly.</p> |

### Module 1: Compositions – Generating Pre-transition Outline (PTO)

Focus Standards: L.SS.6.1; RI.CR.6.1; RI.CI.6.2

Cross-Curricular Standards:

Anchor Text: Teacher’s Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement about the topic; Draft a composition from a PTO;

|  |         |                   |                   |
|--|---------|-------------------|-------------------|
|  | Warm Up | Lesson / Modeling | Student Work Time |
|--|---------|-------------------|-------------------|

|                                                            |                                                                                                                                             |                                                                       |                                                                                                                                                                                                                                   |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.CI.6.2 | Begin reading anchor text silently                                                                                                          | Whole Class Reading of Anchor Text with note-taking                   | Students will work on writing a summary sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 2</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Teacher leads the class in creating a PTO                             | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic                                                         |
| <b>Day 3</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Develop a thesis statement about the topic as a whole class for a PTO | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic                                                         |
| <b>Day 4</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Develop a concluding statement as a whole class for a PTO             | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic                                                         |
| <b>Day 5</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br><i>-because, but, so</i> | Draft a composition from a PTO                                        | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org">Quill.org</a> activities from Baseline Diagnostic                                                         |

## Module 1: Compositions - Generating Compositions from Pre-transition Outline (PTO)

Focus Standards: L.SS.6.1; RI.CR.6.; RI.CI.6.2; W.AW.6.1; W.IW.6.2

Cross-Curricular Standards:

Anchor Text: Teacher's Choice from MyTWRTools, *Scholastic Scope*, or *Scholastic Action*

Focus Strategies: Develop a thesis statement and conclusion; Develop topic sentences and details; Draft a composition from a PTO

|                                                            | Warm Up                                                                                                                                      | Lesson / Modeling                                   | Student Work Time                                                                                                                                                                                                                  |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Day 1</b><br><br>L.SS.6.1<br><br>RI.CR.6.1<br>RI.CI.6.2 | Begin reading anchor text silently                                                                                                           | Whole Class Reading of Anchor Text with note-taking | Students will work on writing a summary sentence<br><br>Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |
| <b>Day 2</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Develop topic sentences and details for a PTO       | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic                                                         |
| <b>Day 3</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Develop a thesis statement and conclusion for a PTO | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic                                                         |
| <b>Day 4</b><br><br>W.AW.6.1<br><br>W.IW.6.2               | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Draft a composition from a PTO                      | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities                                                                                  |

|                                      |                                                                                                                                              |                                          |                                                                                                                                                                            |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      |                                                                                                                                              |                                          | from Baseline Diagnostic                                                                                                                                                   |
| <b>Day 5</b><br>W.AW.6.1<br>W.IW.6.2 | <b>Sentencing Activity</b><br>- change fragments to sentences<br>- unscramble sentences<br>- sentence expansion<br>- <i>because, but, so</i> | Revise and edit composition based on PTO | Teacher can pull a group or conference with students<br><br>Early finishers can work on <a href="https://www.quill.org/">Quill.org</a> activities from Baseline Diagnostic |

## Final Assessment (1-2 days)

*Can be incorporated into Unit 4, Module 2 if needed*

By the end of Grade 6 Writing Lab, students should be able to complete the following independently:

- Read and summarize a text
- Outline and publish a multi-paragraph response to a prompt
  - Develop topic sentences and supporting details for at least 2 paragraphs
  - Develop a thesis statement and concluding statement to show cohesion among paragraphs
  - Use conjunctions and transitions to show relationships between ideas

To evaluate final writing, either the [Pre-transition Outline Checklist](#) or the [Composition Checklist](#) should be used.