May SW Writ. Feature Article

Content Area: **English**
Course(s):
Time Period: **May**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Feature articles are informative, explanatory pieces that profile people, examine topics, analyze events, explore trends, evoke emotional responses, and cover in-depth stories. They appear in magazines, newspapers, web sites, reference works, and collections of writing. Feature articles explore multiple angles on current topics or issues and are written with the audience in mind. They provide readers with a spotlight view on their topic so that it is enlightening and/or entertaining for the audience. While feature articles provide information for their readers, they can also present opinions.

Enduring Understandings

Students will: ■ Read and analyze the characteristics of feature articles; ■ Envision possible topics for their writing as they read, listen to, and discuss many types of informational texts; ■ Determine the purpose of feature articles as well as their prevalence and importance in our world; ■ Understand various text structures, such as narrative, description, cause and effect, question and answer, problem and solution, and dialogue, as well as how and when to utilize these structures in their own writing; ■ Identify and analyze the strategies employed by feature article writers and apply those in their own writing, such as using their own expertise and areas of interest to generate ideas, conducting research using several sources (books, reference materials, digital sources, etc.) to build knowledge, entertaining readers with intriguing and unusual approaches to self-selected topics, and developing plans to organize their research in order to help readers achieve a deeper understanding of the topic; ■ Develop and strengthen writing as needed by planning, revising, and editing; and ■ Publish a clear and coherent feature article in which development and organization are appropriate to purpose and audience.

Essential Questions

What skills and techniques do writers use to write a Feature Article?

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: What Is a Feature Article? uses all of the mentor texts from the unit, particularly Rescues! by Sandra Markle. Rationale: Feature article writing is an informative text type that examines topics and conveys information in an interesting, coherent, and engaging manner. Students will begin to explore and investigate the organization, purpose, and craft of feature article writing. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 2: Text Structures uses Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns. Rationale: Feature article writers use a variety of text structures to organize key ideas. Identifying these different structures is important for understanding the topic and helps students see where the text changes to suggest new content and/or ideas. Students will examine a feature article in order to identify how text structure contributes to producing clear and coherent writing. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 3: Main Idea and Interesting Details uses The Greatest Moments in Sports by Len Berman and the Feature Article Exemplar “The Changing Face of the iPod” by Sara Pollack. Rationale: Feature article writers include the main ideas or the most important factual information they want their readers to know with interesting or “out of the ordinary” details. Students will learn to identify the difference between main ideas and interesting details and how feature articles include both in order to inform and engage their readers. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 4: Text Features uses Rescues! by Sandra Markle and a display of feature articles. Rationale: Feature article writers consider how to best use text features in their articles to clearly communicate their information and clarify ideas. Students will identify the different text features within the feature articles they read so that they can apply these to their own writing. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Day 5: Research Questions uses Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh. Rationale: Nonfiction writers generate questions in order to discover facts and information about a given topic. Students will learn about an important step in feature article writing: developing research questions. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Mini-Lessons

Generating Ideas I: Considering Purpose and Audience uses the Feature Article Exemplar “The Changing Face of the iPod” by Sara Pollack. Rationale: Writers of feature articles think about their audience and their purpose when generating a list of possible topics and ideas. Students will see the possibilities of where topics

come from while considering purpose and audience. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Generating Ideas II: What's Your "Angle"? uses Rescues! by Sandra Markle, Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh, and Heroes of the Environment by Harriet Rohmer. Rationale: When writers of nonfiction think about possible topics, they also think about a "focus." Students will narrow down some topics they would like to explore and begin to think about the possible angles—or specific focuses—for their articles. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Generating Ideas III: Uncovering the Writer's Voice uses Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh and Heroes of the Environment by Harriet Rohmer. Rationale: Feature article writers want their pieces to be enjoyable to read and are often written with "voice." This voice comes from the passion or interest that the writer has in the topic. Students will consider topics that lend themselves to bringing out their own personal voice in their feature articles. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6 Feature Article

Generating Ideas IV: First Thoughts – My Article Begins With Me! uses Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh and the Feature Article Exemplar "Canines Leading the Blind: Guide Dogs" by Sara Pollack. Rationale: Feature article writers understand the difference between unintentionally plagiarizing and restating information using their own words. Students will determine that by writing everything they know about their article topic before taking notes from their research, there is a lot for them to say just by using their own words. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Selecting: Deciding on a Narrow Topic and Research Questions uses students' Writers' Notebooks. Rationale: Feature article writers explore many options for their feature articles before they select their topic and begin their research. Students will think about purpose, audience, voice, personal interest, and background knowledge when selecting their topic for their feature articles. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting I: Using Library Databases to Gather Relevant Information uses students' feature article proposals and research sources. Rationale: In today's information age, writers have become very accustomed to doing research on the Internet. Students will further familiarize themselves with the many resources available to them as researchers and how to locate these in an efficient manner using a library's online database. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Collecting II: Note-Taking Strategy uses students' research and notes. Rationale: Writers take notes and

organize these notes so that they become a helpful resource to use when they start to write their articles. Students will learn how to synthesize and record factual information in their own words for the purpose of conducting research effectively and efficiently, as well as for respecting the work of other writers. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting III: Drawing Upon Descriptive and Precise Language uses the Feature Article Exemplar "The Fro-Yo Craze" by Sara Pollack and students' Writers' Notebooks. Rationale: Writers of feature articles include descriptive and precise language in their pieces to make them engaging and informative. Students will collect more information about their topic by attending to both factual information and precise, descriptive language. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Collecting IV: The Secret Language of "Jargon" uses Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh, Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns, and students' Writers' Notebooks and notes. Rationale: Writers use particular, domain-specific language or "jargon" in their feature articles. Students will learn to recognize an author's use of jargon in order to be able to find this language in their research and ultimately include it in their own writing. Common Core State Standards: W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Drafting I: Let's Think About Structure! uses the Feature Article Exemplar "How Come That Song Sticks in Your Head?" by Kathy Wollard. Rationale: Feature article writers consider an organizational structure as they begin to draft their pieces. They think about the order of their presented information and how they should group their facts. Students will explore and consider different structures in order to begin drafting their articles. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting II: Inviting Introductions uses the Feature Article Exemplars "The Changing Face of the iPod" and "The Fro-Yo Craze" by Sara Pollack, Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh, and students' drafts. Rationale: Feature article writers want to be sure to extend an invitation to their readers through crafting an engaging lead. Students will observe the leads of mentor authors in order to determine ways to best introduce their articles to their audience in interesting, engaging, and catchy ways. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Drafting III: Purposeful Paragraphs uses the Feature Article Exemplar "How Come That Song Sticks in Your Head?" by Kathy Wollard and students' drafts. Rationale: Paragraphs are the building blocks for writers to consider while drafting their feature articles. Students will notice and apply the different ways writers begin and structure their paragraphs, using topic sentences and support. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Drafting IV: Conclusions uses Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh, Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns, The Greatest Moments in Sports by Len Berman, and students' drafts. Rationale: Feature article writers consider many different options when writing their conclusions. Students will explore some of the conclusions used in the mentor texts from this unit in order to decide how to wrap up their articles in a satisfying way. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Revising I: Reviewing the Elements of Feature Articles uses all of the mentor texts and Feature Article Exemplars from the unit and students' drafts. Rationale: Feature article writers want to be sure they've included all of the elements needed to produce a clear and coherent piece. They want to be sure they've included a clear focus or angle, have organized their information using paragraphs and/or sections, have an inviting introduction, and have a strong conclusion. Students will use a revision checklist to ensure that they have included all of the elements needed in a feature article. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Revising II: Organizational Features uses all of the mentor texts and Feature Article Exemplars from the unit and students' drafts. Rationale: Nonfiction writers revise their articles for the purpose of ensuring that the structure and flow of their writing is smooth and clear. Students will review their articles to determine what additional text features they need to add in order to organize their information so that it reads with clarity and ease. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Revising III: Adding Voice to a Feature Article uses the Feature Article Exemplar "The Changing Face of the iPod" by Sara Pollack and students' drafts. Rationale: Writers infuse "voice" into their articles to help create interest and engage their readers. Students will revise their feature articles for the purpose of adding voice. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Revising IV: Adding Length and Fluency to Our Sentences uses the Feature Article Exemplar "The Changing Face of the iPod" by Sara Pollack, Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns, and students' drafts. Rationale: Writers consider the length and flow of their sentences when attending to fluency. Students will examine their feature articles to determine if there are places to vary their sentence lengths, use commas in a series, include parentheses, or modify the sentence types for the purpose of including rhythmic, fluent sentences that are pleasing to the ear. Common Core State Standards: W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Editing I: Correcting Run-On Sentences and Homophone Errors uses students' drafts. Rationale: A common error that writers make is writing run-on sentences. Young writers produce these when trying to create more

meaningful and fluent text. Students will learn how to recognize and correct run-on sentences while also correcting errors they make with homophones. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Editing II: Using Commas Properly uses students' drafts. Rationale: Commas have a variety of uses. Attending to comma placement means that writers are paying attention to the meaning of their sentences. Students will review the uses of the comma for the purpose of editing their articles for clear meaning and cohesion. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Editing III: Peer Editing uses students' drafts and an editing checklist. Rationale: Young writers learn not only from their own writing but also from reading the writing of their peers. Peer editing gives them the opportunity to look at writing that has been written at a level close to their own, and they can also benefit from learning how to give constructive feedback. Students will work with a partner in order to peer edit their feature articles. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Publishing I: Making a "References" Section & Including Internal Citations uses students' drafts and source notes. Rationale: Writers need to be aware of plagiarism, either intentional or unintentional, and include internal citations and a "References" section at the end of their articles. Students will learn how to cite information using a formal style and create a reference section that correctly reflects their resources. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Publishing II: Adding Text Features uses all of the mentor texts from the unit, particularly Rescues! by Sandra Markle, and students' drafts. Rationale: Feature article writers include interesting text features in order to assist with understanding and appreciating their topics. Students will discover how to incorporate nonfiction text features that enhance their feature articles and aid comprehension. Common Core State Standards: W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.10, SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to different career choices through their research.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses,

	apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC	Digital Citizenship
	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate publishable writing pieces throughout the unit.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
IC	Impacts of Computing
	Advancements in computing technology can change individuals' behaviors. Society is faced with trade-offs due to the increasing globalization and automation that computing brings.
8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

DRA

Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Student Self-Reflection uses a self-reflection questionnaire. Rationale: Writers reflect on their efforts as writers upon publishing their pieces. Students will reflect on the process of creating their feature articles and will identify areas of strength and areas for them to develop.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

The Greatest Moments in Sports by Len Berman Heroes of the Environment: The Stories of People Who Are Helping to Protect Our Planet by Harriet Rohmer Real Kids, Real Stories, Real Change: Courageous Actions Around the World by Garth Sundem Rescues! by Sandra Markle Team Moon: How 400,000 People Landed Apollo 11 on the Moon by Catherine Thimmesh Tracking Trash: Flotsam, Jetsam, and the Science of Ocean Motion by Loree Griffin Burns Whaling Season: A Year in the Life of an Arctic Whale Scientist by Peter Lourie Feature Article Exemplars “Canines Leading the Blind: Guide Dogs” by Sara Pollack “The Changing Face of the iPod” by Sara Pollack “The Fro-Yo Craze” by Sara Pollack “How Come That Song Sticks in Your Head?” by Kathy Wollard

Wordly Wise vocabulary workbooks

Write OnCourse 2020

Write OnCourse 2020 grammar workbooks

Standards

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.
L.VI.6.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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.
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.
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
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.
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.
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.
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.
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.
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.
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.
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.