Jan. SW Gr. 6 How Writers Work

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

Unit Overview

The beginning of the school year is always filled with a wide array of emotions for teachers and students alike. Teachers are eager to meet a new group of students and begin a year full of learning and growth, and perhaps a little anxious about overcoming various obstacles in order to help each student reach his or her potential. Students might feel nervous and excited about the start of another school year with new teachers, classmates, routines, and experiences. As teachers our first and foremost goal is to create an environment where students feel comfortable taking risks as learners and sharing their thoughts and feelings with each other. This kind of environment is the foundation necessary for a successful writing workshop. Sixth graders, often new to the "middle school setting," will benefit greatly from this sense of safety and comfort.

Enduring Understandings

Student Outcomes

Students will: ■ Learn the rituals and routines of writing workshop; ■ Become part of a community of writers who listen, share, and respond to each other's thoughts, stories, and ideas; ■ Engage effectively in collaborative discussions with diverse partners on various texts and topics connected to writing and being a writer; ■ Read and study mentor texts from a writer's perspective, looking for figurative language, author's purpose, and plot development; ■ Explore who they are as writers through conversation, writing, and reflection; ■ Identify and analyze various text types and purposes for writing; ■ Learn ways to keep a Writer's Notebook and different methods for generating ideas; ■ Select a topic to focus on and develop; ■ Collect or gather relevant information and details from different sources to develop their writing; ■ Strengthen their writing by incorporating revision and craft techniques used in the mentor texts; ■ Refine their writing by editing for grade-level grammar and conventions; and ■ Publish clear and coherent writing in which the development, organization, and style are appropriate to their purpose and audience.

Essential Questions

What skills and techniques do writers use to write

Instructional Strategies & Learning Activities

Immersion: Interactive Read-Aloud Lessons

Day 1: What Type of Writer Are You? uses all of the mentor texts from the unit. Rationale: Students will explore reasons why writers write and reflect on their own writing lives as they engage in collaborative discussions about the unit mentor texts and authors. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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: Writers Write to Remember uses The Wand in the Word by Leonard S. Marcus (Ed.) and Hey World, Here I Am! by Jean Little. Rationale: Writers write about meaningful and interesting past experiences in order to remember and share them with their readers. Students will learn that writers are storytellers who record personal experiences and feelings to remember, share, and pass along to others. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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: Writers Write About Life Lessons uses Twelve Impossible Things Before Breakfast by Jane Yolen. Rationale: Writers often reflect on experiences in their lives, consider the life lessons they have learned from them, and incorporate them into their writing. Students will learn how writers write about their emotions and life lessons and will discuss how a Writer's Notebook will be a vital tool for them throughout the writing process. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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: The Power of Writing uses This Is Just to Say by Joyce Sidman. Rationale: Writers use their writing to make connections with their readers by sharing their personal thoughts, feelings, and experiences. Students will discover the impact writing can have and how writing is a powerful way to communicate and connect to others. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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 Mentor Texts Hey World, Here I Am! by Jean Little Jimi: Sounds Like a Rainbow by Gary Golio This Is Just to Say: Poems of Apology and Forgiveness by Joyce Sidman Twelve Impossible Things Before Breakfast by Jane Yolen The Wand in the Word: Conversations with Writers of Fantasy by Leonard S. Marcus (Ed.)

Day 5: Writers Paint Pictures With Words uses The Wand in the Word by Leonard S. Marcus (Ed.) and Jimi: Sounds Like a Rainbow by Gary Golio. Rationale: No matter the genre, writers use figurative language and vivid descriptions to "paint" pictures in their readers' minds. Students will learn how writers use figurative language such as similes, metaphors, onomatopoeia, and personification to create vivid images in the minds of their readers and how they can incorporate these into their own writing. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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: Relationships uses Hey World, Here I Am! by Jean Little and This Is Just to Say by Joyce Sidman. Rationale: Writers often write about the people who are or were important in their lives and the close, personal relationships they had. Students will examine the personal relationships in their own lives to generate ideas for their writing. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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.6.5, L.6.6

Generating Ideas II: A Writer's Interests and Passions uses Jimi: Sounds Like a Rainbow by Gary Golio. Rationale: Writers are inspired to write about their interests and passions. By writing about what they know and care about, students will uncover writing ideas to pursue. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, 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.6.5, L.6.6

Generating Ideas III: Life Lessons uses This Is Just to Say by Joyce Sidman. Rationale: Writers often write about characters (themselves or others) undergoing important changes and the life lessons learned along the way. Students will reflect on their own life experiences and lessons learned to generate ideas for their writing. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, 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.6.5, L.6.6

Selecting: Is This Important to Me? uses Hey World, Here I Am! by Jean Little and This Is Just to Say by Joyce Sidman. Rationale: After spending time gathering ideas in their Writers' Notebooks, writers reread their entries to select an idea that they want to work on to create a published piece of writing. Students will reread their Writers' Notebooks to think about what is important to them and what they want to develop when selecting an idea to publish. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, 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 How Writers Work

Collecting: A Writer's Research uses The Wand in the Word by Leonard S. Marcus and Jimi: Sounds Like a Rainbow by Gary Golio. Rationale: Writers collect information and conduct research to provide their readers with vivid details to help them further understand their stories. Students will spend time gathering relevant information from multiple sources that will be included in their draft. Common Core State Standards: 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.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.6

Drafting: Coming Out of the Notebook uses Hey World, Here I Am! by Jean Little. Rationale: Writers think about their genre, "big idea," and how to organize their drafts in a way that reflects their vision of their published pieces. Students will create a plan and a first draft while considering their genre, big idea, and organization. Common Core State Standards: W.6.2, W.6.3, W.6.4, W.6.5, W.6.7, 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

Revising I: A Writer's Voice uses The Wand in the Word by Leonard S. Marcus (Ed.) and Twelve Impossible Things Before Breakfast by Jane Yolen. Rationale: Experienced writers have a repertoire of revision strategies. Students will revise for voice by including internal thinking. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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 II: Background Information uses Twelve Impossible Things Before Breakfast by Jane Yolen. Rationale: Writers include background information about characters, relationships, or events to help readers better understand the story and the writer. Students will revise their drafts by elaborating on their characters, experiences, and events. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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.6.5, L.6.6

Editing: Polishing Your Work uses The Wand in the Word by Leonard S. Marcus (Ed.). Rationale: Writers ensure that their writing is void of errors and prepared for publishing, all while considering their intended audience. Students will edit their revised drafts for grammar and mechanics. Common Core State Standards: W.6.3, W.6.4, W.6.5, W.6.7, 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

Publishing: Sharing Accomplishments uses The Wand in the Word by Leonard S. Marcus (Ed.). Rationale: Writers celebrate their hard work and published pieces in a variety of ways, including sharing them with an audience. Students will learn how to present their published pieces to an audience and celebrate their accomplishments as writers. Common Core State Standards: 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.6.5, SL.6.6, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will be able to understand how professional writers work.

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.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.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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.CI.4	Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
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.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology and Design Integration

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

ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

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

Writing Samples

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 all unit texts, specifically Jimi: Sounds Like a Rainbow by Gary Golio, and self-reflection and self-assessment handouts for students to complete. Rationale: In order to grow as writers, students must reflect on their writing and writing process in order to identify strengths and set goals for their future work.

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

Hey World, Here I Am! by Jean Little Jimi: Sounds Like a Rainbow by Gary Golio This Is Just to Say: Poems of Apology and Forgiveness by Joyce Sidman Twelve Impossible Things Before Breakfast by Jane Yolen The Wand in the Word: Conversations with Writers of Fantasy by Leonard S. Marcus (Ed.)

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.
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.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.