Unit 5 - Writing Narrative and Argument

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will be able to respond to text-based and non-text based narrative writing prompts; establish a real/imagined context and introduce a narrator/characters ; organize event sequences using chronological, spatial, logical and topical order; use narrative techniques, such as dialogue, figurative language, and description to develop experiences and ideas; use transition words/phrases to shift from one time frame to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; be able to respond to text-based and non-text based argument writing prompts by stating a strong claim(s), supporting such claim(s) with credible sources/text references thus demonstrating a clear understanding of the topic or text; use words/phrases to illustrate the connection between claims, reasons, and supporting evidence; formulate conclusions which support the writer's position; compose an interdisciplinary research-based writing project incorporating technology and multimedia resources; to demonstrate command of grade-appropriate standard English conventions.

Enduring Understandings

Writing as a process is derived from real-life and text-based narrative experiences.
Analyzing text to write about requires critical reading and thinking skills.
A writer can express his ideas/claims/opinions in both written and verbal communication methods.
A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.

Essential Questions

Why do writers need to explain?
How do writers organize and sequence main ideas/thesis statements?
How do topic and supporting sentences explain the main idea/thesis?
How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative?
How do research and citation strengthen a writer's opinion/claim
How can different forms of text address the same topic similarly or differently?
How do the conventions of Standard English contribute to effective writing?

Learning Objectives

Standards: Content

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.KL.6.2.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.
L.VL.6.3.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.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.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.
L.VL.6.3.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.A	Interpret figures of speech (e.g., personification) in context.
L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
W	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.

W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.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.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.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.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.IW.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.6.2.E	Acknowledge and attempt a formal/academic style, approach, and form.
W.IW.6.2.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.
W.NW.6.3.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.
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.NW.6.3.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.
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.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
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).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Assessment Evidence

Formative	Class Discussions, Journal Writing, Graphic Organizers, Notebook Checks, Participation and Observation, Quizzes/Tests, Timed Writing, Vocabulary Practice, Short and Long Constructed Writing Assignments, Periodic Progress Reports, Peer Editing/Revising
Summative	Tests, Quizzes, Journal Writing, Brainstorming/prewriting, Graphic organizers, Rough drafting, Revising/editing, Proofreading, Final drafting, Peer assessment, Collaborative group discussions/assignments, Grammar/Vocabulary/Spelling practice, Writing Assignments, Projects
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Newsela, BrainPop, www.commonlitt.com, www.readwritethink.org, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		