

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

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

| | |
|----------------|---|
| ELA.W.AW.6.1.A | Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. |
| ELA.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. |
| ELA.W.AW.6.1.C | Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. |
| ELA.W.AW.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| ELA.W.AW.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| ELA.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. |
| ELA.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. |
| ELA.W.IW.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| ELA.W.IW.6.2.C | Use appropriate transitions to clarify the relationships among ideas and concepts. |
| ELA.W.IW.6.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| ELA.W.IW.6.2.E | Acknowledge and attempt a formal/academic style, approach, and form. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.W.NW.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| ELA.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. |
| ELA.W.NW.6.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| ELA.W.NW.6.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| ELA.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. |
| ELA.W.WR.6.5 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| ELA.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. |
| ELA.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. |
| ELA.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

| | |
|--------------------|---|
| CS.6-8.8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| TECH.9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| TECH.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). |

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 | |