Unit 2 - Writing Informative/Explanatory

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

Unit Overview

Students will be able to respond to informative/explanatory writing prompts based on assigned informative/explanatory text; organize informative ideas and concepts using definition, classification, process, cause and effect, and/or comparison and contrast; plan and pre-write using a graphic organizer; use relevant facts, definitions, and details from the text to develop main ideas; use transition words/phrases to shift from main/minor idea to another; present a concluding idea/statement summarizing the focus of the informative piece; demonstrate command of grade-appropriate standard English conventions.

Enduring Understandings

Effective explanatory writing must follow a logical sequence.
The Internet is a reliable research tool whose resources must be carefully evaluated and validated.
Researched material must be cited and referenced correctly.
A writer uses language conventions such as punctuation, tense and pronoun agreement, spelling, and mechanics to compose a writing sample.

Essential Questions

How do writers formulate and brainstorm their own ideas/thesis statements from informative texts?
How do writers organize and sequence main ideas statements?
What is the best way to organize information, facts, and details so the reader can understand it?
How does a writer evaluate credible, reliable Internet resources?
How do the conventions of Standard English contribute to effective writing?

Learning Objectives

Compose a variety of written responses/essays to informational texts: (“Seikan Tunnel”, “Why Exercise is Cool”, “The Kraken Sea Monster”, “The Case for UFOs”, “The Ruins of Tikal”, “The Buried City of Pompeii”)
Use graphic organizers to plan and organize written responses
Use context clues to determine interdisciplinary terminology and references
Interpret visuals/illustrations (charts, pictures, tables, graphs, etc.) as supplemental references to text
Compare and contrast similarly themed texts
Compose clear and coherent writing, illustrating organization, development, and style which address purpose and audience
Compose informative/explanatory essays which examine a topic/convey and idea, include relevant

research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion
Use technology for research (Internet)
Determine valid/invalid web-based resources
Carefully cite resources to avoid plagiarism
Participate in collaborative peer revision and editing
Express their interpretations/opinions through collaborative group discussions
Participate in think/pair/share sessions designed to encourage collaboration and critical thinking
Interpret information presented in a variety of media formats and explain its relevance
Practice keyboarding skills to format and compose essays
Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills

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		