

# Trimester 1 Informational Writing

Content Area: **Writing**  
Course(s): **Writing 6**  
Time Period: **September**  
Length: **Trimester 1**  
Status: **Published**

## Unit Overview

---

The writing piece can begin with teaching the five paragraph essay structure for nonfiction writing as well as the writing process. Trimester one will focus on Expository/informative Writing. This unit will be taught using various mentor texts and is entwined with Into Literature Unit 1: Finding Courage. Once students begin the independent and group reading for *The Cay*, the writing task will begin. Over the course of the unit students will produce several informal pieces. At the conclusion of the instructional period, students will be assessed with the publication of their Expository Nonfiction writing piece. Writing topics covered in this unit are exploring nonfiction, research and drafting, drafting and revising, and publishing final versions.

English Language Conventions lessons imbedded in this unit are sentence structure; including subjects and predicates, compound sentences, clauses and complex sentences, and fragments and run-on sentences. In addition, students will learn nouns and pronouns; including subject and object pronouns, possessive and intensive pronouns, and pronoun antecedents and noun-pronoun agreement.

## Priority Standards

---

|          |  |
|----------|--|
| LA.L.6.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| LA.L.6.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   |
| LA.W.6.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |

## Additional Standards Covered

---

|          |  |
|----------|--|
| LA.L.6.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.      |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding |

LA.W.6.10

skills to type a minimum of three pages in a single sitting.

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.

## Essential Questions

---

- How can we confer with our peers and our teacher to improve our writing?
- How can we confer with our peers to gather ideas and improve our writing?
- How can we develop and publish our writing?
- How can we organize and present information in nonfiction?
- How can we organize information into effective paragraphs?
- What does expository nonfiction writing look like?
- What resources can be used to present information on a nonfiction topic?

## Unit Learning Goals

---

| NJSLS Standard   |
|--|
| <p><a href="#">W 6.2</a></p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> |

[W 6.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience.

[L 6.1/ 6.2](#)

Demonstrate command of the conventions of standard English grammar and usage when writing and speaking, as grade-appropriate capitalization, punctuation, and spelling when writing.

[L 6.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading content, choosing flexibly from a range of strategies.

## Learning Plan (Skills and Activities)

| Time Frame<br><br>(Tentative)<br><br>*Writing Process will begin during the independent reading portion of Unit 1- The Cay. | Topics                | Lessons/ Activities  |
|---|-----------------------|--|
| Week 1  | Informational Writing | <ul style="list-style-type: none"> <li>• Introduction to informational writing: what does informational writing look like?</li> <li>• Exposure to informational writing mentor texts, successful pieces, and examples.</li> <li>• Think carefully about the essential question: how do you find courage in the face of fear?</li> <li>• Practice with minor topics such as directions for something, recipe, etc. student example.</li> </ul> <p>Grammar: Use Into Literature Writing Strategy as an interactive lesson that corresponds with content being learned.</p> |
| Week 2  | Informational Writing | <ul style="list-style-type: none"> <li>• Review the scale of W 6.2 and the associated with the writing complex informative essay. Define the language used within the scale.</li> <li>• Discuss the format of essay writing (paragraphs, intro, conclusion, hook etc..)</li> <li>• Utilizing a teacher provided template (into literature, students will begin gathering ideas for informative writing)</li> </ul> <p>Grammar: Use Into Literature Writing Strategy as an interactive lesson that corresponds with content being learned.</p>                            |

|        |  |  |
|--------|--|--|
| Week 3 | Background reading, introduction, and organizing ideas | <ul style="list-style-type: none"> <li>• PROMPT: Write an essay explaining how people find the courage to face fears.</li> <li>• Development of main ideas and supporting details using unit texts response logs.</li> <li>• Hooking the reader and developing thesis</li> <li>• Thesis practice using Into Literature</li> <li>• Writing an Introduction</li> </ul> <p>Grammar: Use Into Literature Writing Strategies for an interactive lesson that corresponds to the content being learned.</p> |
| Week 4 | Organizing, conclusion, and elaborating on ideas       | <ul style="list-style-type: none"> <li>• Using signal words to help show how events and ideas are related (found in "More to Know" for Informational Text)</li> <li>• Transitioning and formatting</li> <li>• Developing a conclusion</li> </ul> <p>Grammar: Use Into Literature Writing Strategies for an interactive lesson that corresponds to the content being learned.</p>   |
| Week 5 | Editing & Revising                                     | <ul style="list-style-type: none"> <li>• Using editing strategies, students will proofread and edit their writing independently or collaboratively.</li> <li>• Peer revision will take place.</li> </ul> <p>Grammar: Use Into Literature Writing Strategies for an interactive lesson that corresponds with the content being learned.</p>   |

***Instructional Days: 60***

## **Unit Learning Targets**

- L 6.1/6.2 I can explain the function of conjunctions, prepositions, and interjections.
- L 6.1/6.2 I can recognize and correct inappropriate shifts in pronoun number and person
- L 6.1/6.2 I can recognize and correct vague pronouns
- L 6.1/6.2 I can use commas to set off parenthetical elements

- L 6.1/6.2 I can use pronouns in the proper possessive case and intensive case
- L 6.1/6.2 I can use pronouns in the proper subjective and objective case
- L 6.1/6.2 I can write using capitalization of proper nouns and sentence beginnings
- L 6.1/6.2 I can write using the correct spelling of 6th grade vocabulary
- L 6.4 I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- L 6.4 I can 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 determine the meaning of a word or phrase.
- L 6.4 I can 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).
- W 6.2 I can create an accurate work cited page to give credit to my sources. (MLA format)
- W 6.2 I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W 6.2 I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W 6.2 I can introduce a topic with a thesis statement
- W 6.2 I can organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.)
- W 6.2 I can properly introduce, cite and explain quotations to convey information.
- W 6.2 I can provide a concluding statement or section that follows from the information or explanation presented.
- W 6.2 I can use appropriate transitions to clarify the relationships among ideas and concepts.
- W 6.2 I can vary sentence patterns for meaning, reader/listener interest, and style
- W 6.4 I can produce clear and coherent writing in which the development and style are appropriate to task, purpose, and audience.
- W 6.4 I can produce writing that gives sufficient information and uses appropriate evidence from the text.

## **Marzano Elements**

---

- Helping Students Process New Content
- Communicating High Expectations for Each Student to Close the Achievement Gap
- Establishing & Acknowledging Adherence to Rules & Procedures
- Establishing & Maintaining Effective Relationships in a Student Centered Classroom
- Helping Students Engage in Cognitively Complex Tasks
- Helping Students Examine Similarities & Differences
- Helping Students Examine their Reasoning
- Helping Students Practice Strategies, Skills, & Processes
- Helping Students Revise Knowledge
- Identifying Critical Content from the Standards
- Organizing Students to Interact with Content
- Previewing New Content

- Providing Feedback & Celebrating Success
- Reviewing Content
- Using Engagement Strategies
- Using Formative Assessment to Track Progress
- Using Questions to Help Students Elaborate on Content

## **Materials and Resources**

---

- Chromebooks
- Into Literature Units
- Mentor Texts (as per teacher discretion)
- Writer's Notebook

## **Strategies for Students in Need of Intervention**

---

- Extended time
- Provide charts/rubrics of graded expectations
- Provide copies of writing process to keep in writing journals
- Provide examples of strong writing
- Provide peer editing opportunities
- Provide word list to improve word choice
- Provide writing checklist to remind us of capitalization, punctuation, mechanics, and spelling
- Reduce writing task
- Use graphic organizers

## **Unit Assessments**

---

- Formative Assessments
- Published Writing Assessment
- Student/Teacher Writing Conferences

## **Cross Curricular Connections**

---

- Fears and Phobias, Wired for Fear, Blame Your Brain -- Science
- Reading- Into Literature Units
- Reading- Novel "The Cay"

## **Career Awareness, Life Literacies and Key Skills**

---



- CRP11. Use technology to enhance productivity.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

TECH.9.4.5.TL.3

Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.