

Unit 1 WRITING - *Ownership: Writers Have A Voice - Writer’s Notebook*

Overview

This launch unit establishes motivation and engagement in writing and encourages students to take responsibility for gathering topics, setting goals and taking risks in writing. Using the writer’s notebook as well as a variety of tools including SMART Phones, cameras and social media is a way to gather the moments, ideas and problems that we encounter in our everyday lives. Students will examine ideas that are important and interesting and imagine a variety of ways to write about them.

21st Century Capacities: Imaging, Reflection

Stage 1 - Desired Results

ESTABLISHED GOALS/ STANDARDS

[CCSS.ELA-LITERACY.W.6.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[CCSS.ELA-LITERACY.W.6.3.D](#)

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[CCSS.ELA-LITERACY.L.6.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.6.2.B](#)

Transfer:

Students will be able to independently use their learning in new situations to...

1. Evaluate writing to identify areas of strength and set goals for future development (Reflection)
2. Generate and capture ideas (e.g., from mentor authors, personal experiences) to pursue in future writing (Imagining)

Meaning:

UNDERSTANDINGS: *Students will understand that:*

1. Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.
2. Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.

ESSENTIAL QUESTIONS: *Students will explore & address these recurring questions:*

- A. In what areas do I need to grow as a writer? How can I take action (e.g., goal-setting, topic generation)?
- B. How do I capture ideas that are important to me? What ideas are worth growing? How do I do that in my writing?
- C. Unit Focus: What’s worth collecting and exploring in my notebook?

Grade 6 ELA Curriculum

Spell correctly.	Acquisition:	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> Vocabulary: Writer’s notebook, territory, plan, write long, seed, collect, stamina, audience, purpose, message, goal setting, mentor author, writing partner, reflection, writing checklist, mentor writer, fragment, run on sentence, revision, 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> Choosing topics to write about. Planning and drafting entries about personal experiences. Using paragraphs to organize and transition writing. Giving and receiving feedback. Using mentor authors to set goals. Using writing checklists to set goals. Writing in complete sentences. Using tools and resources to revise writing.