



Grade 6 - Unit 2 Writing - Personal Essay

Unit Focus

In this unit, students grow ideas through the writing process as they explore and accumulate stories about their own lives. A personal essay is a creative form of non-fiction about an experience, place or person that is meaningful or important to the writer. While the writer still develops a thesis, the analysis takes the form of elaboration and reflection of the writer's life.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 6</i> <ul style="list-style-type: none"> ▪ Write arguments to support claims with clear reasons and relevant evidence. (CCSS.ELA-LITERACY.W.6.1) ▪ Introduce claim(s) and organize the reasons and evidence clearly. (CCSS.ELA-LITERACY.W.6.1.A) ▪ Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (CCSS.ELA-LITERACY.W.6.1.B) ▪ Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS.ELA-LITERACY.W.6.1.C) ▪ Establish and maintain a formal style. (CCSS.ELA-LITERACY.W.6.1.D) ▪ Provide a concluding statement or section that follows from the argument presented. (CCSS.ELA-LITERACY.W.6.1.E) ▪ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS.ELA-LITERACY.W.6.3) ▪ Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS.ELA-LITERACY.W.6.3.D) ▪ Writing <ul style="list-style-type: none"> ▪ 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. (CCSS.ELA-LITERACY.W.6.5) ▪ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.6.1) ▪ Use intensive pronouns (e.g., myself, ourselves). (CCSS.ELA-LITERACY.L.6.1.B) ▪ Recognize and correct inappropriate shifts in pronoun number and person.* (CCSS.ELA-LITERACY.L.6.1.C) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing, and reflecting.</p> <p>U3 Writers seek and use feedback to improve the quality of their writing.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do I best support my purpose for writing?</p> <p>Q2 How does following the writing process help a writer craft an effective piece of writing?</p> <p>Q3 How can I get and use helpful feedback to improve my writing?</p>
	Acquisition of Knowledge and Skill	
Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Personal essay focuses on a big idea and is supported by evidence from the writer's life.</p> <p>K2 Thesis statement states the point of your paper and tells the reader what your paper is about.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Crafting a well-constructed thesis statement that focuses the entire essay.</p> <p>S2 Using a variety of examples that are specific, personal and directly related to the thesis.</p>	

Stage 1: Desired Results - Key Understandings

- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* (CCSS.ELA-LITERACY.L.6.1.D)
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* (CCSS.ELA-LITERACY.L.6.1.E)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS.ELA-LITERACY.L.6.2)
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* (CCSS.ELA-LITERACY.L.6.2.A)
- Spell correctly. (CCSS.ELA-LITERACY.L.6.2.B)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.ELA-LITERACY.L.6.3)
- Vary sentence patterns for meaning, reader/listener interest, and style.* (CCSS.ELA-LITERACY.L.6.3.A)
- Maintain consistency in style and tone.* (CCSS.ELA-LITERACY.L.6.3.B)
- 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. (CCSS.ELA-LITERACY.L.6.4)
- 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. (CCSS.ELA-LITERACY.L.6.4.A)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (CCSS.ELA-LITERACY.L.6.4.B)
- 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. (CCSS.ELA-LITERACY.L.6.4.C)
- 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). (CCSS.ELA-LITERACY.L.6.4.D)

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Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)

K3 Vocabulary: hook, thesis, transition, craft, topic sentence, intensive pronouns, vague pronouns, pronoun shifts, commas, parentheses dashes, apostrophe, style, tone.
K4 Morphemes: Base serv, servat = “save, keep, serve”, Base vert, vers = “turn, change”

S3 Using evidence that includes vivid descriptions, anecdotes, and small moments to engage the reader throughout the essay.
S4 Writing an introduction that hooks the reader and introduces the thesis.
S5 Using paragraphs to organize the writing.
S6 Using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
S7 Writing a conclusion to effectively wraps up the essay.
S8 Using peer and teacher feedback to revise writing.
S9 Recognizing and correcting inappropriate shifts in pronoun number and person.
S10 Using intensive pronouns.
S11 Recognizing and correcting vague pronouns.
S12 Using punctuation to set off nonrestrictive/parenthetical elements.
S13 Varying sentence patterns for meaning, reader/listener interest, and style.
S14 Maintaining consistency in style and tone.
S15 Recognizing morphemes hold their own individual meaning.