

DRAFT
TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Grade 6 ENGLISH LANGUAGE ARTS
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**Grade 6 English Language Arts
Table of Contents**

Core Values & Beliefs.....	3
Introduction & Philosophy.....	3
Course Goals.....	4
Unit 1: Personal Narrative.....	10
Unit 2: Building a Powerful Paragraph.....	15
Unit 3: Discovering the Structure of the Argumentative Essay.....	18
Unit 4: Research-Based Informational Writing.....	23
Rubrics.....	29

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that present problem solving through critical thinking. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote independent thinkers and learners. We believe ethical conduct to be paramount in sustaining the welcoming school climate that we presently enjoy.

INTRODUCTION & PHILOSOPHY

Grade 6 English Language Arts is a full-year course. Students actively engage in all aspects of language arts: reading, writing, speaking, listening, and viewing. Students explore these strands as they engage in the genres of reading, writing, and oral presentation, including meaningful discussions about what they read and write. Students develop their writing skills as they engage in Writing Workshop, and conventions of writing are integrated into all writing units.

Collaboration is a cornerstone of the classroom as students participate in small-group and large group discussions and activities, as well as student-student and student-teacher conferring sessions. Other media, such as film, art, and music, are also integrated within units of study. Complex texts offer students the challenges of grappling with works of exceptional craft and thought whose range extends across genres, cultures, and centuries, and the opportunity to use their works to build and extend their own writing.

Middle school literacy is dynamic and ever-changing. Traditionally, reading, writing, speaking, listening, and viewing have been identified as the critical skills in literacy development. However, as information and technology shape our society, the definition of literacy and its relationship to education also must change. Middle school English language arts teachers support students by teaching them the tools to construct and share meaning in a variety of contexts in today's world.

Texts, both those read by groups of students and those read by students independently, should meet grade-level-appropriate norms for text complexity, appreciating the confluence of qualitative, quantitative, and reader and task considerations. It is the assumption that students read grade-level-appropriate texts in each unit of study, with scaffolding as necessary to ultimately promote independent proficiency.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCS.ELA-Literacy.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCS.ELA-Literacy.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCS.ELA-Literacy.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RL.6.9

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCS.ELA-Literacy.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.e

Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.W.6.3

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.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.

CCS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.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.

CCS.ELA-Literacy.W.6.3.d

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

CCS.ELA-Literacy.W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.W.6.4

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

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.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 skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8

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.

CCS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.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.

CCS.ELA-Literacy.SL.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.

CCS.ELA-Literacy.SL.6.1.a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.b

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.c

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.d

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.a

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.b

Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.c

Recognize and correct inappropriate shifts in pronoun number and person.

CCS.ELA-Literacy.L.6.1.d

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCS.ELA-Literacy.L.6.1.e

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.L.6.4b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*Standards in bold are priority standards for the unit. Texts/materials in bold are assured.

TRIMESTER 1

Unit 1: Personal Narrative

Time frame:	Essential Questions:	Big Ideas:	Vocabulary:
6 Weeks	<p>How do writers draw from their own experiences and mentor texts while writing?</p> <p>How do writers use author’s craft techniques to enrich their writing?</p>	<p>Writers use pivotal moments to convey a lesson to their reader.</p> <p>Writers use figurative language such as simile, metaphor, personification, and onomatopoeia. In addition, writers use sensory details, descriptive language, dialogue, show, don’t tell, powerful verbs, transitions, and words that convey mood and tone to enrich the writing.</p>	<p>author’s craft, analyze, identify, visualize, elaborate, brainstorm, coherence, clarity, simile, metaphor, dialogue, point of view, personification, lead/hook, onomatopoeia, show don’t tell, imagery, sensory detail, tone, mood, hyperbole, flashback, flash forward, author’s intent, transition</p>
<p>Standards:</p> <p>CCS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>CCS.ELA-Literacy.W.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCS.ELA-Literacy.W.6.3.a</p>			

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.

CCS.ELA-Literacy.W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCS.ELA-Literacy.W.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.

CCS.ELA-Literacy.W.6.3.d

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

CCS.ELA-Literacy.W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

CCS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

CCS.ELA-Literacy.SL.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.

CCS.ELA-Literacy.L.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.5.A

Interpret figures of speech (e.g., personification) in context.

CCS.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.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.C

Recognize and correct inappropriate shifts in pronoun number and person.*

CCS.ELA-Literacy.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCS.ELA-Literacy.L.6.2.B

Spell correctly.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B

Maintain consistency in style and tone.*

CCS.ELA-Literacy.L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCS.ELA-Literacy.L.6.5.A

Interpret figures of speech (e.g., personification) in context.

Students will know:

author’s craft techniques: similes, metaphors, personification, descriptive language, hyperbole, point of view, sensory detail, tone, mood, point of view; dialogue propels the plot forward, reveals character traits, and introduces conflict; writers use multiple strategies to develop a successful personal narrative; writers place and emphasize certain scenes of a story to build upon the meaning of a personal narrative; writers strategically use introductions and conclusions to introduce and wrap up ideas.

Student will be able to:

identify author’s craft techniques in a mentor text and their own writing; incorporate dialogue in their writing; maintain a consistent point of view in their writing; develop a lead, establish a plot, and conclude a personal narrative; utilize multiple strategies (brainstorming, creating visual components, listing, creating plot lines etc.) to develop a personal narrative; zoom in on individual scenes to elaborate on importance

Assured Summative Assessments:

Personal Narrative: Students will choose a story to bring to publication as a summative assessment. The student assessment tools, including the grade 6 narrative writing rubric, inform the teacher of the student’s current level of achievement. This assessment will also demonstrate individual student mastery of strategies and skills of structure, elaboration, and conventions.

Common Formative:

Brief Write Narrative: Students will write an on-demand brief write at the midpoint of the unit in the narrative genre. This brief write will inform the teacher of the student’s current level of achievement and provide the teacher with information regarding strategic grouping, and additional intervention/differentiation within the unit.

Texts/Materials:

Cisneros, Sandra *Eleven*

Calkins, Lucy et al. *Units of Study in Opinion, Informational, and Narrative Writing: Personal Narrative: Crafting Powerful Life Stories* (Grade 6, Unit 1). Portsmouth, NH: Heinemann. 2013. Print.

“Grade 6, Lesson 13: Narrative.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Brief Write SBA Narrative Rubric

Grade 6 Narrative Rubric

IAB Editing and IAB Revising

Writer's Notebook

On-going grammar study materials

TRIMESTER 1

Unit 2: Building a Powerful Paragraph

<p>Time frame:</p> <p>2 weeks</p>	<p>Essential Questions:</p> <p>How do writers structure a well-written paragraph?</p> <p>How does the structure of a paragraph vary by genre, purpose, and audience?</p>	<p>Big Ideas:</p> <p>Writers structure a paragraph with a topic sentence, supporting details, relevant evidence, elaboration, and a concluding sentence.</p> <p>The structure of a paragraph varies by its genre and audience. Writers must tailor their voices to meet a specific purpose in their writing—to inform, to persuade, or to entertain.</p>	<p>Vocabulary:</p> <p>Paragraph, structure, drafting, edit and revise, relevant evidence, elaboration, concluding statement, descriptive, sensory details, persuasive, genre, audience, inform, entertain, author’s craft, transitions</p>
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Standards:

CCS.ELA-Literacy.W.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.

CCS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.W.6.2.C

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.W.6.4

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

CCS.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.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCS.ELA-Literacy.L.6.2.B

Spell correctly.

CCS.ELA-Literacy.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B

Maintain consistency in style and tone.*

<p>Students will know:</p> <p>topic sentences vary according to the paragraph's purpose (persuasive, descriptive, informational); evidence must be evaluated by the writer to fit the purpose of the paragraph; elaboration explains the importance of details and evidence, and connects to the purpose of the paragraph; concluding statement connects all evidence and elaboration to the topic sentence.</p>
<p>Students will be able to:</p> <p>craft a descriptive paragraph by using description and sensory detail to show importance of a topic; craft a persuasive paragraph that convinces a target audience of the writer's opinion by incorporating evidence and persuasive language; craft an informational paragraph to inform the reader of a topic; edit and revise a paragraph to bring to publication; evaluate the strength of evidence; elaborate on evidence to explain its importance and how it connects to the topic of the paragraph; use author's craft techniques (persuasive language, descriptions, sensory detail) to reach and convince a targeted audience</p>
<p>Assured Summative Assessments: N/A</p>
<p>Common Formative:</p> <p>Students will draft one paragraph for each genre (Persuasive, Expository, and Narrative). They will then choose one paragraph to bring to publication.</p>
<p>Texts/Materials:</p> <p>Teacher selected samples of the three paragraph types.</p> <p>Writer's Notebook</p> <p>On-going grammar study</p>

TRIMESTER 2

Unit 3: Discovering the Structure of the Argumentative Essay

<p>Time frame :</p> <p>3 Weeks</p>	<p>Essential Questions:</p> <p>What are the characteristics of an argumentative essay?</p> <p>How do writers organize their ideas, evidence, and reasoning to support and strengthen their opinions?</p> <p>Why is it important to consider audience and purpose when organizing one's writing?</p>	<p>Big Ideas:</p> <p>In an argumentative essay, writers include a claim, topic sentences, reasons and evidence to support their claim, elaboration and a strong conclusion.</p> <p>Writers organize their opinions and ideas by formulating a strong claim, identifying and evaluating sufficient, relevant evidence, and supporting their evidence and reasonings through elaboration and persuasive language.</p> <p>Writer's purpose is determined by the audience.</p>	<p>Vocabulary:</p> <p>claim, controlling idea, topic sentence, detail, elaboration, evidence, opinion, evaluate, reasons, persuasive language, persuade, audience, sufficient, relevant evidence, evaluate, cite, influence, credible, transition, concluding sentence, accurate/inaccurate information, author's intent, source, bias, transitions</p>
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Standards:

CCS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

CCS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCS.ELA-Literacy.W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons

CCS.ELA-Literacy.W.6.1.d

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.1.E

Provide a concluding statement or section that follows from the argument presented.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2

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

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.SL.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.

CCS.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.

CCS.ELA-Literacy.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.1.A

Ensure that pronouns are in the proper case (subjective, objective, possessive).

CCS.ELA-Literacy.L.6.1.B

Use intensive pronouns (e.g., myself, ourselves).

CCS.ELA-Literacy.L.6.1.D

Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

CCS.ELA-Literacy.L.6.1.E

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

CCS.ELA-Literacy.L.6.2.B

Spell correctly.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B

Maintain consistency in style and tone.*

CCS.ELA-Literacy.L.6.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Students will know:

strong reasons and organized evidence clearly support a claim/controlling idea; writers use bias to push their ideas, writers use an organized structure to present their argument; writers use precise language and domain-specific vocabulary to inform about or explain a topic

Students will be able to:

identify parts of an argumentative essay; introduce a claim/controlling idea with clear reasons and relevant evidence; use credible sources to support the claim; identify author's intent in a mentor text; apply effective transition words; use proper citation format for evidence; establish and maintain a formal style; apply revision/editing strategies to their written work; write in MLA format

Assured Summative Assessments:

Multi- Paragraph Argumentative Essay

Common Formative:

Brief Write Argumentative: Students will write an on demand brief write in the argumentative genre. This writing sample will be without instruction or teacher provided checklists or graphic organizers.

Texts/Materials:

Teacher-selected text sets (Topic examples: Homework, School Start Times, Extreme Sports)

Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: If...Then... Curriculum: Persuasive Essays (Grade 6)*. Portsmouth, NH: Heinemann. 2013. Print.

Grade 6, Lesson 6: Persuasive Texts.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Grade 6, Lesson 16: Write an Argument.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

IAB Research

Grade 6 Argumentative Rubric

Writer’s Notebook

On-going grammar study materials

TRIMESTER 3

Unit 4: Research-Based Informational Writing

<p>Time frame :</p> <p>4 Weeks</p>	<p>Essential Questions:</p> <p>How do I select evidence to support my claim in informational writing?</p> <p>How do I use research to help me explain my topic?</p> <p>How do I use text and graphic features to enhance my writing?</p>	<p>Big Ideas:</p> <p>Writers use research skills to read and evaluate multiple sources in order to incorporate the strongest evidence that fits the task and purpose.</p> <p>Writers follow a research process by building background information, finding the central idea of multiple texts by annotating and summarizing, evaluating each author’s intent and credibility, and synthesizing information to craft ideas into a formal research essay.</p> <p>Writers use graphic features (charts, graphs, and pictures) to enhance the meaning of the text.</p> <p>Writers use titles, subtitles, headings, and captions to organize their writing.</p>	<p>Vocabulary:</p> <p>research, evaluate, evidence, task, purpose, background information, central idea, credible source, annotate, summarize, author’s intent, credibility, synthesizing, formal, essay, definition, classification, compare, contrast, cause and effect, formatting, graphics, multimedia, comprehension, relevant facts, concrete details, plagiarism, paraphrase, transitions, works cited</p>
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Standards:

CCS.ELA-Literacy.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS.ELA-Literacy.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCS.ELA-Literacy.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCS.ELA-Literacy.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCS.ELA-Literacy.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCS.ELA-Literacy.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CCS.ELA-Literacy.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCS.ELA-Literacy.RI.6.8

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCS.ELA-Literacy.RI.6.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.6.2.a

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.

CCS.ELA-Literacy.W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCS.ELA-Literacy.W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCS.ELA-Literacy.W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCS.ELA-Literacy.W.6.2.e

Establish and maintain a formal style.

CCS.ELA-Literacy.W.6.2.f

Provide a concluding statement or section that follows from the information or explanation presented.

CCS.ELA-Literacy.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 skills to type a minimum of three pages in a single sitting.

CCS.ELA-Literacy.W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCS.ELA-Literacy.W.6.8

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.

CCS.ELA-Literacy.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.ELA-Literacy.W.6.9.A

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

CSS.ELA-Literacy.W.6.9.B

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CCS.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.

CCS.ELA-Literacy.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCS.ELA-Literacy.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCS.ELA-Literacy.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCS.ELA-Literacy.L.6.2.A

Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*

CCS.ELA-Literacy.SL.6.3

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCS.ELA-Literacy.SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCS.ELA-Literacy.L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS.ELA-Literacy.L.6.2.B

Spell correctly.

CCS.ELA-Literacy.L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.6.3.A

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCS.ELA-Literacy.L.6.3.B

Maintain consistency in style and tone.*

Students will know:

writers read and evaluate multiple texts to formulate opinions and ideas; writers use research to build background on a topic; writers cite and/or paraphrase textual evidence to support analysis of what the text says; writers use appropriate transitions to clarify the relationships between ideas and concepts; writers use precise language and domain-specific vocabulary to inform about or explain a topic

Students will be able to:

develop a topic with relevant facts, definitions, concrete details, and quotations; use appropriate transitions to clarify the relationships between ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain a topic; examine a variety of sources on the topic of activism and inspiration; edit and revise the informational essay; establish and maintain a formal style, provide a concluding statement or section that follows from the information or explanation presented

Assured Summative Assessments:

Multi Paragraph Research-Informational Essay: Students will use text sets to research a topic. They will bring an informational piece to publication.

Common Formative:

Brief Write Informational/Research: Students will write an on-demand brief write in the informational genre. This writing sample will be without instruction or teacher provided checklists or graphic organizers.

Texts/Materials:

Teacher-selected text sets (various research topics)

Calkins, Lucy *et al.* *Units of Study in Opinion, Information, and Narrative Writing: Research-Based Information Writing: Books, Websites, and Presentations (Grade 6, Unit 3)*. Portsmouth, NH: Heinemann. 2013. Print.

Grade 6, Lesson 14: Research Skills.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

Grade 6, Lesson 15: Write an Informative or Explanatory Text.” *English Language Arts Common Core Performance Coach*. Chicago: Triumph Learning, 2015. Print.

IAB Editing, IAB Revising, and IAB Research

Grade 6 Informational Rubric

Writer’s Notebook

On-going grammar study materials

RUBRICS:

Narrative Rubrics

SBAC Rubric

Score	Rationale
2	The response: <ul style="list-style-type: none">● provides an adequate transition from the “body of the story” to the ending/conclusion.● provides an appropriate ending to the narrative that provides a sense of closure and/or follows logically from the events or experiences in the story.
1	The response: <ul style="list-style-type: none">● provides a limited and/or awkward transition from the “body of the story” to the ending or conclusion.● provides a general or partial ending to the narrative about a speech contest that may provide a limited sense of closure and/or somewhat follow logically from the events or experiences in the story.
0	The response: <ul style="list-style-type: none">● provides a minimal or no transition from the “body of the story” to the ending/conclusion; or the transition relies on summary, repetition of details.● provides an unclear or incomplete ending to the narrative that provides little or no closure and/or does not follow logically from or contradicts the events or experiences in the story.

Personal Narrative Rubric

	4	3	2	1
S t r u c t u r e	The structure of the narrative is fully sustained; the focus is clear and maintained throughout:	The structure of the narrative, is adequately sustained, and the focus is adequate and generally maintained:	The structure of the narrative is somewhat sustained and may have an uneven focus:	The structure of the narrative provides little or no focus:
	<ul style="list-style-type: none"> ● I wrote a beginning that not only set the plot/story in motion, but also hinted at the larger meaning in the story. It introduced the problem, set the stage for a lesson learned, and showed how the character relates to the setting. 	<ul style="list-style-type: none"> ● I wrote a beginning that adequately set the plot/story in motion, and hinted at the larger meaning in the story. It adequately introduced the problem, set the stage for a lesson learned, and showed how the character relates to the setting. 	<ul style="list-style-type: none"> ● I wrote a beginning that somewhat set the plot/story in motion, and hinted at the larger meaning in the story. It minimally introduced the problem. It might have set the stage for a lesson learned, and/or showed how the character relates to the setting. 	<ul style="list-style-type: none"> ● There is little or no discernible plot or there may just be a series of events. No real problem is introduced.
	<ul style="list-style-type: none"> ● I used transitional phrases and clauses to signal complicated changes in time, and to alert my reader to changes in setting, tone, mood, point of view, or time in the story. 	<ul style="list-style-type: none"> ● I adequately used transitional phrases and clauses to signal complicated changes in time, and to alert my reader to changes in setting, tone, mood, point of view, or time in the story. 	<ul style="list-style-type: none"> ● I used transitional phrases unevenly or minimally. My alerts to my reader of changes in setting, tone, mood, point of view, or time, were minimal. 	<ul style="list-style-type: none"> ● There is little or no evidence of transitional phrases or alerts of changes in setting, tone, mood, point of view or time.

	<ul style="list-style-type: none"> ● I wrote an ending that connected to what the story is really about. I gave the reader a sense of closure by showing a new realization or insight, or a change in the character/narrator. 	<ul style="list-style-type: none"> ● I wrote an adequate ending that connected to what the story is really about. I gave the reader some sense of closure by showing a new realization or insight, or a change in the character/narrator. 	<ul style="list-style-type: none"> ● I wrote an ending that showed a minimal connection to what the story is really about. There is some minimal sense of closure as I attempt to show a new realization or insight. 	<ul style="list-style-type: none"> ● There is no clear ending or sense of closure.
	<ul style="list-style-type: none"> ● I used paragraphs purposefully, perhaps to show time and setting changes, new parts of the story, or to create suspense for the readers. 	<ul style="list-style-type: none"> ● I showed adequate use of paragraphs, attempting to show time and setting changes, new parts of the story, and/or to create suspense for the readers. 	<ul style="list-style-type: none"> ● I showed minimal use of paragraphs. Attempts to show time and setting changes, new parts of the story or to create suspense are minimal. 	<ul style="list-style-type: none"> ● There is little to no attempt at using paragraphs.
	<ul style="list-style-type: none"> ● I created a logical, clear sequence of events. 	<ul style="list-style-type: none"> ● I created an adequate, mostly clear sequence of events. 	<ul style="list-style-type: none"> ● I created a sequence of events that was somewhat clear. 	<ul style="list-style-type: none"> ● There is no clear sequence of events.
D e v e l o p m e n t	<p>The narrative, real or imagined, provides thorough, effective development using relevant details, dialogue, and description:</p>	<p>The narrative, real or imagined, provides adequate development using details, dialogue, and description:</p>	<p>The narrative, real or imagined, provides uneven, cursory development using partial and uneven details, dialogue, and description:</p>	<p>The narrative, real or imagined, provides minimal development using few or no details, dialogue, and/or description:</p>
	<ul style="list-style-type: none"> ● I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story. 	<ul style="list-style-type: none"> ● I adequately developed realistic characters and I adequately developed the details, action, dialogue, and internal thinking that contribute to the deeper meaning of the story. 	<ul style="list-style-type: none"> ● My characters were somewhat realistic with some details, action, dialogue and/or internal thinking that could contribute to the deeper meaning of the story. 	<ul style="list-style-type: none"> ● My characters had minimal to no development. I was lacking in detail, action, dialogue, and or internal thinking.

	<ul style="list-style-type: none"> ● I wove together precise descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning. 	<ul style="list-style-type: none"> ● I wove together adequate descriptions, figurative language, and some symbolism to help readers picture the setting and actions, and to bring forth meaning. 	<ul style="list-style-type: none"> ● I included some descriptions, figurative language and symbolism but most were minimal and uneven. 	<ul style="list-style-type: none"> ● I included little to no description.
	<ul style="list-style-type: none"> ● I used language that fit my story's meaning and context. 	<ul style="list-style-type: none"> ● I used adequate language that mostly fit my story's meaning and context. 	<ul style="list-style-type: none"> ● I used language that was somewhat weak and did not always fit my story's meaning and context. 	<ul style="list-style-type: none"> ● I used weak language that did not fit my story's meaning and context.
C o n v e n t i o n s	The response demonstrates a command of conventions:	The response demonstrates an adequate command of conventions:	The response demonstrates a partial command of conventions:	The response demonstrates little to no command of conventions:
	<ul style="list-style-type: none"> ● I effectively used correct sentence formation, punctuation, capitalization, grammar and spelling correctly throughout my story. 	<ul style="list-style-type: none"> ● I adequately used punctuation, capitalization, grammar and spelling correctly throughout my story, with only a few errors. 	<ul style="list-style-type: none"> ● I infrequently used punctuation, capitalization, grammar and spelling correctly throughout my story, with only a few errors. 	<ul style="list-style-type: none"> ● My use of punctuation, capitalization, grammar and spelling was mostly incorrect throughout my story.
	<ul style="list-style-type: none"> ● I effectively used commas and quotation marks or italics or other ways to make clear when characters are speaking. 	<ul style="list-style-type: none"> ● I adequately used commas and quotation marks or italics or other ways to make clear when characters are speaking. 	<ul style="list-style-type: none"> ● I infrequently used commas and quotation marks or italics or other ways to make clear when characters are speaking. 	<ul style="list-style-type: none"> ● My use of commas and quotation marks or italics was mostly incorrect.

Brief Write Rubric: Informational Writing

INFORMATIONAL / EXPLANATORY CONCLUSION RUBRIC

Points	The response:
2 points	<ul style="list-style-type: none"> • Provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen) • Does more than restate or summarize the points/reasons - not formulaic • Provides adequate connections and/or progression of ideas to contribute to coherence
1 point	<ul style="list-style-type: none"> • Provides a limited conclusion that is partially related to the information in the body of writing as a whole • Lists, restates, or summarizes the points/reasons - formulaic • Provides an awkward or partial connection and/or limited progression of ideas
0 points	<ul style="list-style-type: none"> • Provides no conclusion or a conclusion that is minimally related to the information in the body of writing • May restate random and/or incorrect details from the preceding information • Provides no connections or progression of ideas

Grade 6 Argumentative Rubric

	4	3	2	1
Purpose /Organization	-Claim is clearly communicated, and the focus is consistently maintained for the	-Claim is clear, and the focus is mostly maintained for the purpose, audience, and	-Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience,	-Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose,

	<p>purpose, audience, and task.</p> <ul style="list-style-type: none"> -Consistent use of a variety of transitional strategies -Effective introduction and conclusion -Logical progression of ideas from beginning to end; strong connections between and among ideas(8) 	<p>task</p> <ul style="list-style-type: none"> -Adequate use of transitional strategies between and among ideas -Adequate introduction and conclusion -Adequate progression of ideas from beginning to end; adequate connections between and among ideas(6) 	<p>and task</p> <ul style="list-style-type: none"> -limited use of transitional strategies and/or little variety -Introduction or conclusion, if present, may be weak -Uneven progression of ideas from beginning to end; -inconsistent or unclear connections among ideas(4) 	<p>audience, or task</p> <ul style="list-style-type: none"> -Few or no transitional strategies are not used -Introduction and/or conclusion is missing -Frequent extraneous ideas may be evident; ideas may be random or have an unclear progression(2)
Evidence/Elaboration	<ul style="list-style-type: none"> -Comprehensive evidence from sources is integrated; references are relevant and specific -Effective use of a variety of elaborative techniques(statistics, expert opinions, anecdote) -Vocabulary is clearly appropriate for the audience and purpose(8) 	<ul style="list-style-type: none"> -Adequate evidence from sources is integrated; some references may be general -Adequate use of some elaborative techniques -Vocabulary is generally appropriate for the audience and purpose(6) 	<ul style="list-style-type: none"> -Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague -Weak or uneven use of elaborative techniques; development may consist primarily of source summary or may rely on emotional appeal -Vocabulary use is limited or ineffective for the audience and purpose (4) 	<ul style="list-style-type: none"> -Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used -Minimal, if any, use of elaborative techniques; emotional appeal may dominate -Vocabulary use is uneven or inappropriate for the audience and purpose(2)
Conventions	<ul style="list-style-type: none"> -Overall correct use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling (4) 	<ul style="list-style-type: none"> -Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(3) 	<ul style="list-style-type: none"> -Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(2) 	<ul style="list-style-type: none"> -Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling(1)

