



Grade 6 - Unit 3 Writing - Writing About Reading - Literary Essay

Unit Focus

Students will lift the level of essay writing and remember that writers always consider their audience, purpose and message when writing and include craft moves and voice that make writing interesting to read. Readers' Notebooks from the reading unit will serve as springboards and help students use and further develop their ideas and evidence as they draft and revise essays.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 6<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.6.1)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. (CCSS.ELA-LITERACY.RL.6.2)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. (CCSS.ELA-LITERACY.RL.6.3)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. (CCSS.ELA-LITERACY.RL.6.5)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. (CCSS.ELA-LITERACY.RL.6.9)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)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T2 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.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. U2 Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text. U3 Writers support and elaborate on their claims or ideas with appropriate evidence, description, and detail. U4 Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 What is this text really about? (e.g. theme, main idea, moral)? Q3 What makes an argument effective? How do I evaluate an argument? Q4 What revisions/edits do I need to make to improve my writing?
Acquisition of Knowledge and Skill		

Stage 1: Desired Results - Key Understandings

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS.ELA-LITERACY.W.6.2)
- Use appropriate transitions to clarify the relationships among ideas and concepts. (CCSS.ELA-LITERACY.W.6.2.C)
- Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS.ELA-LITERACY.W.6.2.D)
- Writing
- 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)
- 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. (CCSS.ELA-LITERACY.W.6.8)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-LITERACY.W.6.9)
- 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"). (CCSS.ELA-LITERACY.W.6.9.A)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.ELA-LITERACY.L.6.1)
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* (CCSS.ELA-LITERACY.L.6.1.D)
- 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)
- 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)

Knowledge

Students will know...

K1 Thesis statement is what you intend to prove.

K2 Topic Sentence is what is your whole paragraph going to be about.

K3 Evidence usually includes small summary details from the book to help those that haven't read your book understand your evidence. This is also quotes from the book.

K4 Analysis is how and why the evidence proves your topic.

K5 Morphemes: Latin Prefix sub- and Greek prefix hypo- = "below, under, up from under", Latin Prefix ambi- and Greek Prefix amphi- = "around, both, on both sides", Latin Prefix contra-, contro, counter-, and Greek Prefix anti-, ant- = "against, opposite"

K6 Vocabulary: pronoun antecedent, intensive pronouns, pronoun shift, vague pronouns, direct quotes, precise language.

Skill(s)

Students will be skilled at...

S1 Developing thesis statements.

S2 Using evidence from the text to support and elaborate ideas.

S3 Analyzing how evidence contributes to the theme of the essay.

S4 Drafting body paragraphs that include a topic sentence, evidence, analysis and a conclusion sentence.

S5 Recognizing morphemes hold their own individual meaning.

Stage 1: Desired Results - Key Understandings

- 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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- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Design: Engaging in a process to refine a product for an intended audience and purpose. (*POG.2.2*)