

Essential Questions:

1. What do good writers do?
2. What’s my purpose and how do I develop it?
3. Writing clearly: What makes a difference?
4. Final Product: What does it take?
5. What do good researchers do?
6. Cut and Paste: What’s the problem?
7. Why write?
8. What makes collaboration meaningful?
9. Making meaning from a variety of sources: What will help?
10. What makes a presentation “great”?
11. “What I say” versus “how I say it”, does it really matter?

Unit/Time Frame	CCSS	Skills	Assessments*	Suggested Resources
<p>Unit 8</p>	<p>WRITING 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.</p> <p>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.</p> <p>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate transitions to clarify the relationships among ideas</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style.</p>	<p>WRITING</p> <ul style="list-style-type: none"> ● Select a topic ● Identify/ gather relevant information ● Present to audience in a formal style ● Define organizational and formatting structures ● Analyze information ● Identify vocabulary ● Organize information ● Identify writing style to fit task/purpose/audience ● Use organizational and formatting structures ● Compose clear and logical writing that demonstrates understanding of a writing style ● Use prewriting strategies 	<ul style="list-style-type: none"> ● Reading Journals ● Quizzes ● Tests ● Daily assignments ● Informational pre-writing essay 	<ul style="list-style-type: none"> ● Textbook ● Unit 8 –up to page 883 ● Web Sites ● Easybib.com ● isearch ● Citationmachine.net ● Prezi.com ● Glogster ● Livebinder ● Edmoto ● Notestar ● Animoto ● Stupeflix ● Inspirations Maps (app) ● MAISA Unit ● Informational Essay – Cause and Effect

Unit/Time Frame	CCSS	Skills	Assessments*	Suggested Resources
<p>Unit 8</p>	<p>f) Provide a concluding statement or section that follows from the information or explanation presented and concepts.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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</p> <p>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.</p> <p>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<ul style="list-style-type: none"> ● Recognize a well-developed piece of writing ● Apply revision strategies with the help of others ● Edit writing ● Prepare multiple drafts to strengthen writing ● Recognize when help is needed ● Identify appropriate needed technology ● Choose credible websites ● Collaborate with peers, teachers, through technology to enhance writing ● Demonstrate proper keyboarding skills ● Define research ● Distinguish research from other types of writing ● Focus research on a central questions ● Determine credibility of a source ● Gather information ● Define plagiarism ● Determine when data or facts must be quotes ● Avoid plagiarism by paraphrasing ● Define textual evidence 		<p>Handouts</p> <p>Session 1</p> <ul style="list-style-type: none"> ● Cause and effects examples handout ● Cause and effect signal words and phrases anchor chart ● Identifying cause and effect relationships <p>Session 2</p> <ul style="list-style-type: none"> ● Need magazine or newspaper articles on cause and effect (teacher finds) ● Others from session 1 <p>Session 3</p> <ul style="list-style-type: none"> ● Brainstorming tutorial https://dschool.stanford.edu/groups/k12/wiki/3bae4/ ● Cause and effects relationships in your topic <p>Session 4</p> <ul style="list-style-type: none"> ● Putting information into categories ● Computer time for research ● Teaches must find articles on 3-5 topics that students selected

Unit/Time Frame	CCSS	Skills	Assessments*	Suggested Resources
<p>Unit 8</p>	<p>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.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>SPEAKING AND LISTENING</p> <p>SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> ● Determine textual evidence to support research ● Compose written response that includes textual evidence to strengthen writing ● Recognize requirements of different writing tasks ● Determine a writing format and style to fit purpose, task, audience ● Write for a variety of reasons <p>SPEAKING AND LISTENING</p> <p>Explain how media and formats add meaning to a topic, text or issue.</p> <ul style="list-style-type: none"> ● Determine a logical sequence for presenting claims or findings ● Support claims with pertinent description, facts and details that support the main idea or themes ● Present information using appropriate eye contact, adequate volume, and clear pronunciation. 		<p>Session 5</p> <ul style="list-style-type: none"> ● Copies of “Humans may be to Blame for Shark Attacks” http://news.discovery.com/animals/shark-attacks-human-global-warming-110820.html ● Informational text analysis-find the central idea <p>Session 6</p> <ul style="list-style-type: none"> ● Possible Structure for Cause and Effect Essays ● Organizing an Informational essay on Shark attacks <p>Session 7</p> <ul style="list-style-type: none"> ● Drafting Strong Informational Paragraphs ● Cause and effect Transition words and signal phrases Anchor Charts ● Citing sources handout <p>Session 8</p> <ul style="list-style-type: none"> ● Concluding paragraphs handout <p>Session 9</p> <ul style="list-style-type: none"> ● Reverse outline and revision plan <p>Session 10</p> <ul style="list-style-type: none"> ● Computer lab ● Post revision reflection questions

Unit/Time Frame	CCSS	Skills	Assessments*	Suggested Resources
<p>Unit 8</p>	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; using appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL6.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Identify parts of a presentation that could use clarification ● Determine an appropriate media component or visual display to clarify my information ● Identify various reasons for speaking ● Determine speaking tasks that require a formal structure ● Compose a formal speech that demonstrates a command of Grade 6 language standards 		