

Southington Public Schools

Curriculum Map

Subject: English Language Arts -Writing

Grade: 6

UNIT TITLE	Memoir Writing	Compare/Contrast Essay	Informational Writing
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> Writers will draw upon their established writing identities while generating ideas for memoir writing. Writers explore their topics in a variety of ways to prepare for writing their drafts. Writers revise their drafts to create the most powerful memoir they can write. Writers edit their drafts to create polished memoirs. Writers celebrate their hard work and finished memoirs as a community. <p>Content Vocabulary: Lead Dialogue Thoughtshot Snapshot Elements of craft Simile Metaphor Small moment Memoir</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> Writers analyze characters across text/series/genres to prepare ideas for writing a compare/contrast piece of writing. Writers use specific evidence gathered from text/series/genres to write a first draft. Writers revise their drafts to create a well-developed compare/contrast essay. Writers edit their drafts to create a polished piece of writing. Writers celebrate their hard work and finished piece of writing as a community. <p>Content Vocabulary: Domain Specific Vocabulary including: Compare Contrast Character Setting Theme/Thematic Statement Exposition Character Traits Thesis Rising Action Falling Action Resolution Climax Interpretation Works Cited</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> Informational writers examine a topic and convey information and ideas clearly. Informational writers generate and research ideas for their informational writing. Informational writers plan and draft their pieces incorporating nonfiction text features. Informational writers revise and edit their pieces. Informational writers publish and celebrate their feature articles. <p>Content Vocabulary: Feature article Text structure Nonfiction text features Slant Angle</p>
CT CORE STANDARDS	<p>W3. Write narratives to develop real or imagined experiences using effective technique, relevant descriptive details, and well-structured event sequences. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>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. W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,</p>	<p>W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>

	<p>W5. 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>W6. 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>W10. 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>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>Language Standards: Conventions of Standard English: L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>audience.(Grade-specific expectations for writing types are defined in standards 1–3 above.) W5. 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 on page 52.)</p> <p>W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W8. 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>Students will write a historical fiction narrative piece based on the research of a self-selected time period.</p> <p>Differentiated Version of Task: Structure of workshop model demonstrates differentiation</p> <p>Other Evidence:</p> <ul style="list-style-type: none"> • Conference notes • Anecdotal notes • Journals • Daily writing • Published piece • Sticky notes • Think marks • Stop and jot 		
UNIT TITLE	Persuasive/Argument Writing	Historical Fiction	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Students will recognize that writing is a powerful tool for persuasion. • Students will gather material for an essay and select the most compelling and appropriate materials in preparation 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Students will collect, select, and develop historical fiction story ideas. • Students will draft and revise their story. • Students will edit and publish a historical fiction story. 	

	<p>for constructing a draft.</p> <ul style="list-style-type: none"> Writers will construct a strong argument and then look at their essay with a critical lens in order to revise. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> claim slant perspective argument support vignette bias persuasive evaluate analyze compelling paraphrase counter argument statistics 	<p>Content Vocabulary:</p> <p>Exposition Rising action Climax Falling action Resolution</p>
<p>CT CORE STANDARDS</p>	<p>W 6.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>W3. Write narratives to develop real or imagined experiences using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5. 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>W6. 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>W10. 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>

--	--	--