

# Grade 6: Writing Text Types and Purposes Examples

Standards alignment:

W.6.1

Building:

Lincoln Middle

---

Grade(s):

6

Quarter taught:

1 2 3 4

Team members:

Dorcas Weeble, Becky Smith, Dr. Beatrice Chandler, Derrick Dickerson

---

## Step 1

Standard:

W.6.1

*Directions: Copy and paste from the vertical alignment tool.*

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

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

## Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to write an argument to support a claim with clear reasons and important and meaningful evidence.
- We will be able to write an argument with clear reasons and relevant evidence.

## Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

• *What prior knowledge, vocabulary, and skills are needed?*

1. Prior Knowledge - Use an organizational framework explaining the difference between fact and opinion.
2. Introduce what a claim (thesis statement) is and what an argument entails (civil discourse).
3. Read an argumentative mentor text.
4. Use an organizational framework (like a graphic organizer) to organize evidence and reasons.
5. Introduce a claim and write reasons and evidence for it.
6. Use an argumentative mentor text to model writing an argument to support a claim along with an organizational framework (like a graphic organizer) to organize evidence and reasons.
7. Differentiate between relevant versus irrelevant evidence to support a claim.
8. Review the differences between phrases and clauses to help students develop more cohesive writing.
9. Introduce formal style and model how formal style looks in text.
10. Help students learn how to write a conclusion for their argument, learning how to summarize their points.

## Step 4

Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- For extended time:
  - Students needing additional supports could be given the opportunity to only offer one or two reasons.
  - Students needing additional supports could be given the opportunity to write shorter argumentative papers.
- Additional opportunities:
  - Students needing additional opportunities could be asked to find evidence in more than one form (such as a graph, picture, or other form of media).
  - Students needing additional opportunities could be asked to write a stronger argument with a counter claim and an answer to that counterclaim.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- Arguments
- Claims
- Thesis Statement
- Relevant Evidence
- Reasons
- Civil Discourse
- Credible Sources
- Formal Style
- Conclusion

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment: W.6.2 Building: Lincoln Middle

Grade(s): 6 Quarter taught: 1 2 3 4 Team members: Dorcas Weeble, Becky Smith, Dr. Beatrice Chandler, Derrick Dickerson

### Step 1

Standard: W.6.2

*Directions: Copy and paste from the vertical alignment tool.*

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

- 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

### Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to write an informational text by developing a theme, developing a strategy (cause/effect, compare/contrast, or other format), and organizing information with graphics or multimedia items. The text should be free of opinion, with strong facts, details and/or quotations, using precise, domain-specific language and a formal style.
- We will be able to find information, organize details into a well-thought out informational text without opinions using transitions, formal style, strong facts and domain-specific vocabulary.

### Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

- *What prior knowledge, vocabulary, and skills are needed?*

1. Prior to discussing writing informational text, remind students that when we write, we need to develop a theme for what we are writing about.
2. Have students brainstorm ideas about what they could write about (unless you have a specific theme you are expecting them to write about).
3. Remind them that they are going to be writing a text that is factual and does not have opinion or judgment in the writing (if you need to review facts vs. opinions, do this at this time).
4. Explain that informational text can be written in a variety of ways including classification, compare/contrast and cause/effect. Review these concepts as needed.
5. Explain that in informational text we might also provide graphics, headers and multimedia elements. For clarification, show them a textbook (social studies or science) to show how information is provided with clarification with the other elements (not just pictures and graphs with no written text).
6. After students have chosen the theme of their text, they should research and find information about their topic. They should then organize their writing into main ideas and details so they can create a cohesive written rough draft. Remind them that this should be written in a formal style (provide examples of formal style) without opinion or judgment.
7. After students have developed their rough draft, they should revise, making sure to include transitions within the text. If they are using a compare/contract or cause/effect format, remind them what words work well for these transitions.
8. Have students revise their text to make sure they have included domain-specific vocabulary, that the piece is factual and written in a formal style with a strong conclusion.
9. After they have edited, revised and corrected their written piece, they can add additional elements (headings, graphics, and multimedia).

## Step 4

### Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- For extended time:
  - Students needing extended time will be offered the opportunity to write an informational text without graphics.
  - Students needing extended time will be offered the opportunity to write an informational text with only one quotation.
- Additional opportunities:
  - Students needing additional opportunities will be offered the opportunity to write an informational text using a stronger organizational style.
  - Students needing additional opportunities will be offered the opportunity to write an informational text using additional graphics or multimedia elements.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- |            |                        |                |                    |                   |
|------------|------------------------|----------------|--------------------|-------------------|
| • Theme    | • Topic                | • Cause/effect | • Relevant         | • Domain-specific |
| • Summary  | • Classification       | • Formatting   | • Concrete details | • Formal style    |
| • Opinion  | • Compare/<br>contrast | • Graphics     | • Quotations       |                   |
| • Judgment |                        | • Multimedia   | • Transitions      |                   |

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies:

Standards alignment: <u>W.6.3</u>	Building: <u>Lincoln Middle</u>
Grade(s): <u>6</u>	Quarter taught: <u>1 2 3 4</u>
	Team members: <u>Dorcas Weeble, Becky Smith, Dr. Beatrice Chandler, Derrick Dickerson</u>

### Step 1

Standard:  
W.6.3

*Directions: Copy and paste from the vertical alignment tool.*

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- 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.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one-time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

### Step 2

Learning intentions:

*Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.*

- We are learning to write a narrative text (either real or imagined) using well-structured sequence, relevant descriptive details, dialogue, narrator and characters, and using a variety of transitions and signal shifts.
- We will be able to write a narrative text (either real or imagined) that has well defined characters, narrator, and dialogue told in a sequential manner. The piece will have precise words, phrases, clauses and transitions along with signal shifts.

### Step 3

Learning progressions:

*Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.*

• *What prior knowledge, vocabulary, and skills are needed?*

1. Before beginning the narrative writing sequence, review the use of descriptive writing, showing students how their words can evoke emotion and visuals. Help students practice sensory language.
2. Remind students that a good narrative will have a sequential order (remind them about writing in order of time) and tells a story (either real or imagined).
3. Review what the narrator does and how characters can be main characters or minor characters and how their traits can be full or flat depending on the amount of information we know about them.
4. Practice the use of dialogue and how it is punctuated in a story to provide discussion or to move the story forward with dialogue.
5. Have students write a rough draft of a story, reminding them to make sure they write in sequential order so the reader can follow the events.
6. After writing a rough draft, have students revise their piece by making sure they have appropriate transitions and shift signals throughout. Have them add dialogue as needed to move the story along. They should make sure their characters have enough traits so the reader will understand the motivation of their actions and the narrator (if used) is put into the story to move the story along.
7. Have students check their language to make sure they have used descriptive and sensory language to help the reader feel and see what they want them to.
8. After students have completed their revisions and edits, they should create a final copy making sure they conclude their story for the reader.

## Step 4

### Who benefited, who did not:

*Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.*

- For extended time:
  - Students needing additional support can write a narrative text using only 2 or 3 transitions.
  - Students needing additional support can write a narrative text without strong dialogue noted
- Additional opportunities:
  - Students needing additional opportunities will write a narrative text with a flashback moment.
  - Students needing additional opportunities will write a narrative text with additional transitions and signal shifts.

## Step 5

### Necessary vocabulary:

*Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.*

- |               |            |              |               |                    |
|---------------|------------|--------------|---------------|--------------------|
| • Narrative   | • Sequence | • Characters | • Transitions | • Signal shift     |
| • Technique   | • Context  | • Dialogue   | • Phrases     | • Sensory language |
| • Descriptive | • Narrator | • Pacing     | • Clauses     |                    |

## Step 6

### Instruction and rigor:

*Directions: Identify the instructional strategies used to move students through learning.*

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

*Consider how checks for understanding and retrieval practices will be embedded.*

## Step 7

### Success criteria:

*Directions: Identify the success criteria.*

*What are the steps or features of the learning intentions?*

- I can (include an example or description of proficient work) ...

## Step 8

### Common assessments:

*Directions: Identify what assessments will be used to measure student mastery?*

## Step 9

### District approved resources:

*Directions: List or link district-approved resources, activities, and units.*

Assessments:

Content:

Strategies: