

WRITING - 6

School	Teacher	Email	Course#	Grade Level
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Show Icon

August 2015

Myth or Legend

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p> <p>In this unit, students will learn about the elements of a myth or legend. They will use what they know about narrative structure (characters, problem, conclusion, etc.) to incorporate the added components of a myth or legend.</p> <p><u>APPROXIMATE TIMEFRAME:</u></p> <p>1-2 Weeks</p>	<p>Vocabulary:</p> <p>Myth Legend Dialogue Point of view Narrative Exposition- setting, characters (protagonist, antagonist) conflict Plot- rising action, climax, falling action, resolution Sequence Theme Presentation- oral fluency, volume, eye contact, illustration (optional)</p> <p>Standards:</p> <p>W.6.3</p>	<p>Lesson Topic Ideas:</p> <p>Writing a narrative</p> <p>Characters</p> <p>Dialogue</p> <p>Point of View</p> <p>Mentor Text Myths—Key features</p> <p>Possible Unit Ideas:</p> <p>Egyptian Myths & Gods</p> <p>Greek Gods & Goddesses</p> <p>Roman Gods & Goddesses</p> <p>American Legends, Tall Tales, Fairy Tales</p> <p>Storytown: On Turtle Backs: A Native American Legend (Lesson 15), Ancient Greece (Lesson 21)</p> <p>Conventions and Grammar</p> <p>Address conventions and grammar throughout the unit</p> <p>Dialogue</p>	<p>Instructional Resources:</p> <p>Social Studies Book</p> <p>Greek/Roman Mythology iPads</p> <p>British Museum website</p> <p>Scholastic Myth Brainstorming Machine</p> <p><i>Craft Lessons: Teaching Writing K-8</i> (2nd Edition) p. 103-105</p> <p>Mentor Text Ideas:</p> <p>Various Greek & Roman Myths</p> <p>Chapters 6 & 7 in social studies textbook</p> <p>Excerpts from: <i>Yolanda's Genius & Harry Potter and the Sorcerer's Stone</i>, <i>The Watson's Go to Birmingham-1963</i>, <i>Flying Solo</i> (Appendix 23-24 in <i>Craft Lessons: Teaching Writing K-8</i> (2nd Edition))</p>

September 2015

Script or Interview that Tells a Story

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p> <p>The interview portion of this unit of study is a formal meeting in which one or more persons question another person. Like other units of study, interviews allow for cross-curricular assignments. Possible ideas include: -Interview a character you created from a previous writing piece -Interview a character from a book the student is reading -Integrate Science and Social Studies by interviewing a historical figure or a scientist</p> <p>The script portion of this unit of study is similar to reader's theatre. It is a form of text such as a play, broadcast, or movie.</p>	<p>Vocabulary:</p> <p>Dialogue Memoir Readers Theater Script Writing Point of view Narrative Exposition- setting, characters (protagonist, antagonist) conflict Plot- rising action, climax, falling action, resolution Sequence Theme Presentation- oral fluency, volume, eye contact, illustration (optional)</p> <p>Standards:</p> <p>W.6.2, W.6.6, W.6.7, W.6.8</p>	<p>Lesson Topic Ideas:</p> <p>Memoir</p> <p>Communication</p> <p>Dialogue</p> <p>Readers theater</p> <p>Script writing</p> <p>Possible Unit Ideas:</p> <p>Important Historical Figures</p> <p>Nobel Prize Winners</p> <p>Author Interview</p> <p>Novel/ Storytown Character Interview</p> <p>Continuation of a Novel (1 hour later... or the next day... or 5 years later...)</p> <p>Newscast on current events topics</p> <p>Conventions and Grammar</p> <p>Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p><i>Craft Lessons: Teaching Writing K-8</i> (2nd Edition) p. 106</p> <p>Mentor Text Ideas:</p> <p><i>Knots in My Yo-Yo Strings</i>—Jerry Spinelli</p> <p><i>Thank You Mr. Falker</i>—Patricia Polacco</p> <p><i>The Tiger Rising</i>—Kate DiCamillo (p.22-25)</p> <p><i>Olive's Ocean</i>—Kevin Henkes (p. 38-41)</p> <p>Storytown Book- Readers Theaters</p>

<u>APPROXIMATE TIMEFRAME:</u> 2-3 Weeks			
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October 2015

Informational Research			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p> <p>Students will research to gather more information on a topic of interest. They will select a narrowed topic of interest and write to teach others about this topic.</p> <p>Students will learn strategies for researching information related to their topic, and will learn skills to organize the information and research they gather about their chosen topic.</p> <p>Students will use informative text structure when writing. Sixth graders can begin to organize their informational writing with a descriptive (main idea with details), sequential, or comparison (compare/contrast) text structure.</p> <p><u>APPROXIMATE TIMEFRAME:</u> 2-4 Weeks</p>	<p>Vocabulary:</p> <p>Credible Sources, Citations, Works Cited</p> <p>Ideas-select an idea (topic), narrow the idea (focus), elaborate the idea (development), choose research that supports the topic (details)</p> <p>Organization-hook/lead, develop the middle of the paper using clearly linked details, conclusion to satisfy the reader</p> <p>Voice- domain specific vocabulary (depending on subject)</p> <p>Word Choice: paraphrase</p> <p>Sentence Fluency- transition words, vary sentence length & structure</p> <p>Presentational Format- font size, layout, white space, bold words, italics, graphics (charts, tables), headings</p> <p>Standards:</p> <p>W.6.2, W.6.6, W.6.7, W.6.8</p>	<p>Lesson Topics:</p> <p>Citing Sources (optional--MLA)</p> <p>Text Features</p> <p>Compare/Contrast (Multiple medias)</p> <p>Possible Unit Ideas:</p> <p>Genetic Disorders</p> <p>All About....</p> <p>Tragedy & Triumph</p> <p>Holocaust/Genocide</p> <p>Comparing Political/Economic Systems (social studies)</p> <p>Conventions and Grammar:</p> <p>Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p>Topical Videos/Texts</p> <p>Purdue Owl</p> <p>iPads</p> <p>Textbooks</p> <p><i>Mastering the Mechanics:</i> Grade 6-8 (Linda Hoyt & Lynnette Brent) p. 213/CD</p> <p>BrainPop-Paraphrasing, Citing Sources handouts</p> <p>http://www.readwritethink.org/...</p> <p>Mentor Text Ideas:</p> <p>Seymour Simon informational books</p> <p>Scholastic Storyworks articles</p> <p>Scholastic News articles</p> <p>The Story of Chocolate (pg. 103, 112 <i>Marvelous Minilessons for Teaching Intermediate Writing, Grades 4-6-</i> Lori Jamison)</p> <p>BrainPop-Paraphrasing, Citing Sources</p>

November 2015

Informational Brochure			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p> <p>Students will research to gather more information on a topic of interest. They will select a narrowed topic of interest and write to teach others about this topic.</p> <p>Students will learn strategies for researching information related to their topic, and will learn skills to organize the information and research they gather about their chosen topic.</p> <p>Students will use informative text structure when writing. Sixth graders can begin to organize their informational writing with a descriptive (main idea with details), sequential, or comparison (compare/contrast) text structure.</p> <p>Students will add clarity to their "brochure" text by adding headings, bold words, illustrations and diagrams, and possibly graphs and/or charts.</p> <p><u>APPROXIMATE TIMEFRAME:</u> 1-3 Weeks</p>	<p>Vocabulary:</p> <p>Brochure</p> <p>Multimedia</p> <p>Evidence</p> <p>Credible Sources</p> <p>Presentational Format- font size, layout, white space, bold words, italics, graphics (charts, tables), headings</p> <p>Ideas: select an idea (topic), narrow the idea (focus), elaborate the idea, (development), choose the research that supports the topic (details)</p> <p>Organization: cause/effect, classification, compare/contrast</p> <p>Word Choice- informative precise language, domain specific vocabulary</p> <p>Sentence Fluency- transition words</p> <p>Standards:</p> <p>W.6.2, W.6.6, W.6.7, W.6.8</p>	<p>Lesson Topics Ideas:</p> <p>Characteristics of Brochures/Purpose</p> <p>Brochure Presentation</p> <p>Possible Unit Ideas:</p> <p>Ancient Civilizations</p> <p>Genetics</p> <p>Periodic Table of Elements</p> <p>Plant & Animal Cells</p> <p>Novels</p> <p>Classification of Matter</p> <p>Physical v. Chemical Properties</p> <p>Divisibility Rules</p> <p>Geometry</p> <p>Seven Wonders of the World</p> <p>Conventions and Grammar:</p> <p>Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p>Textbooks (All Subjects)</p> <p>iPads/internet</p> <p>novels</p> <p>BrainPop- citing sources handouts</p> <p>Mentor Text Ideas:</p> <p>Various brochure examples</p> <p>Student examples</p> <p>http://www.readwritethink.org/...</p> <p>BrainPop- citing sources</p>

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December 2015

On-Demand Writing			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>The focus of this unit is to provide students with practice responding to questions about a piece of text within a given time frame. They will learn how to use their tools of brainstorming, drafting, revising, and editing all within a short period of time. They will also focus on giving details from a given text to support their ideas.</p> <p>APPROXIMATE TIMEFRAME: 1 day (1 hour)</p>	<p>Vocabulary:</p> <p>Multimedia Argument Counter-argument (if needed) Evidence Credible Sources Organization-Hook/Lead, Supporting Details, Conclusion Presentational Format Convincing Voice Word Choice- persuasive language Sentence Fluency- transition words</p> <p>Standards:</p> <p>W.6.2, W.6.4, W.6.6, W.6.8, W.6.10</p>	<p>Lesson Topic Ideas:</p> <p>Read/watch media on same topic</p> <p>Respond to question given limited time</p> <p>Possible Unit Ideas:</p> <p><i>Life Under Ice</i> (Storytown)</p> <p>Iditarod (<i>Great Serum Race</i>-Storytown) -address treatment of dogs</p> <p>Olympics</p> <p>Conventions and Grammar:</p> <p>Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p>Multimedia Resources (3 Sources) Scholastic Iditarod Website Iditarod (1st Saturday in March) BrainPop- Opinion Writing handouts Comparative Video to Great Serum Race- http://tinivurl.com/o7lmuvn Comparative Video to Life Under Ice- http://www.nature.com/news/lak...</p> <p>Mentor Text Ideas:</p> <p><i>The Day the Crayons Quit</i> BrainPop- Opinion Writing</p>

January 2016

Book or Movie Review			
Content	Skills	Assessment	Resources
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p> <p>Writing reviews gives students a chance to express their ideas while developing style and voice.</p> <p>In this unit, students will write a review about an event or product they have experienced. A review should include a summary. A book or movie review would include a summary of the plot and characters, for example, and a restaurant review could begin with a summary of the food and service.</p> <p>Students will then critique multiple aspects of their chosen topic (i.e., restaurant review-food, service, atmosphere, quality, etc.) and tell why the reader should/should not experience it also.</p> <p>APPROXIMATE TIMEFRAME: 1-2 Weeks</p>	<p>Vocabulary:</p> <p>Review Opinion Fact Argument Counter-argument Evidence Credible Sources Organization-Hook/Lead, Supporting Details, Conclusion Presentational Format Convincing Voice Word Choice- persuasive language Sentence Fluency- transition words</p> <p>Standards:</p> <p>W.6.1, W.6.4, W.6.8, W.6.10</p>	<p>Lesson Topics:</p> <p>Supporting Evidence</p> <p>Argument/Counter Argument</p> <p>Voice for Argumentative Purposes</p> <p>Identifying Credible Sources</p> <p>Possible Unit Ideas:</p> <p>Medieval Times</p> <p>Maniac Magee (Theme 4-Lesson 17)</p> <p>Novel</p> <p>Play</p> <p>Movie</p> <p>Concert</p> <p>Performance</p> <p>Conventions and Grammar:</p> <p>Address conventions and grammar throughout the unit</p>	<p>Instructional Resources:</p> <p>Various Novels/other media <i>Marvelous Minilessons for Teaching Intermediate Writing Grades 4-6</i> (Lori Jamison Rog). P. 123-126; 129-131 http://www.scholastic.com/teachers/lesson-plan/writing-movie-reviews-lights-camera-publish http://www.roanestate.edu/owl/... http://www.mesacc.edu/%7Epaioib... BrainPop- Opinion Writing, Fact & Opinion handouts</p> <p>Mentor Text Ideas:</p> <p>Various novels/other media Reviews for movies/children 's books. Storyworks reviews Rotten Tomatoes <i>The Day the Crayons Quit</i> BrainPop- Opinion Writing, Fact & Opinion http://www.roanestate.edu/owl/Freon.html http://www.roanestate.edu/owl/... http://espn.go.com/espn/storv/...</p>

February 2016

Content	Skills	Assessment	Resources
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March 2016

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p>			

April 2016

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p>			

May 2016

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p>*NOTE: Months, genres, vocabulary, and lesson topics may all be interchanged based on teacher preference.</p> <p>*NOTE: On-Demand Writing will be utilized throughout the year. Information can be found in December's map.</p>			