

## **Sixth grade Writer's Workshop**

### **Course Overview**

This course is designed to complement and extend the writing skills being taught in sixth grade English and across the curriculum. Students will participate in a workshop environment that allows them more control of their choice of subject and gives them new ways to communicate their thoughts and ideas. They will learn to recognize aspects of the genres of fiction, creative nonfiction, and poetry through inspirational readings and create writing pieces of their own. Students will follow a process that includes inspiration, brainstorming, independent writing, revision, and publishing. The students will take responsibility for much of their work by gathering drafts and final copies into a portfolio, writing independently, conferencing, self-assessing using checklists, sharing in workshop discussions, and completing works to be graded according to rubric standards.

### **Suggested Pacing:**

Unit 1: 17 days

Unit 2: 14 days

Unit 3: 14 days

**Unit Overview**

**Content Area: Writer’s Workshop/ELA**

**Unit Title: Writing fiction**

**Grade Level: 6**

**Unit Summary:** Students will incorporate all the essential elements of a story, as well as descriptive writing skills to brainstorm, plan, revise and publish a work of fiction. Students will discuss elements of writing in both conferences and group settings and analyze each other’s work.

**Interdisciplinary Connections:** English, writing across the curriculum

**21<sup>st</sup> Century Themes and Skills:** CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

**Learning Targets**

**Standards (Content and Technology):**

<b>CCSS.ELA-LITERACY.W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<b>CCSS.ELA-LITERACY.W.6.3.A</b>	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>CCSS.ELA-LITERACY.W.6.3.B</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
<b>CCSS.ELA-LITERACY.W.6.3.C</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
<b>CCSS.ELA-LITERACY.W.6.3.D</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
<b>CCSS.ELA-LITERACY.W.6.3.E</b>	Provide a conclusion that follows from the narrated experiences or events.
<b>CCSS.ELA-LITERACY.W.6.4</b>	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.)
<b>CCSS.ELA-LITERACY.W.6.5</b>	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 here.)
<b>CCSS.ELA-LITERACY.W.6.6</b>	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.
<b>CCSS.ELA-LITERACY.W.6.10</b>	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.
<b>CCSS.ELA-LITERACY.RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
<b>CCSS.ELA-LITERACY.RL.6.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>CCSS.ELA-LITERACY.SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>CCSS.ELA-LITERACY.SL.6.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
<b>CCSS.ELA-LITERACY.SL.6.1.B</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>CCSS.ELA-LITERACY.SL.6.1.C</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
<b>CCSS.ELA-LITERACY.SL.6.1.D</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
<b>CCSS.ELA-LITERACY.SL.6.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
<b>CCSS.ELA-LITERACY.SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>CCSS.ELA-LITERACY.SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
<b>CCSS.ELA-LITERACY.SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
<b>8.1.8.A.2</b> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	
<b>8.1.8.D.2</b> Demonstrate the application of appropriate citations to digital content.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do writer's engage the reader?</li> <li>• What is the writer's process?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Forming a foundation for creative writing</li> <li>• Approach writing as a process</li> </ul>
<b>Unit Learning Targets/ Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• Brainstorm creative story ideas and plan a work of fiction that includes all story elements</li> <li>• Create a rough draft of a fictional story</li> <li>• Conference with both teacher and peers</li> <li>• Revise and improve a work of fiction</li> <li>• Publish a final draft of a work of fiction</li> <li>• Share writing piece in a group workshop format, respond to the work of peers.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>*Observations</li> <li>*Conferences</li> <li>*Writing project</li> <li>*Workshop participation/discussion</li> <li>*Student self assessment/checklist</li> </ul>	
<b>Summative/ Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>*Published final copy (graded according to rubric)</li> <li>*Writer's portfolio</li> <li>*Test</li> </ul>	

**Resources/ Materials:**

\*Computers, ELMO, IWB

\*Writer's portfolios

\*PowerPoint presentations and mini lessons

\*Various works of fiction for modeling

Caulkins, Lucy. *The Art of Teaching Writing*. Heinemann Press. 1994.

**Modifications:**

- **Special Education Students:** modified assignment, additional writing time, conferencing, adjusted grading
- **At-Risk Students:** Observation, additional time, breaking writing into smaller units, conferencing
- **English Language Learners:** translate writing, modify assignment, cooperate with ESL teacher
- **Gifted and Talented Students:** Introduce higher level themes/writing tasks, allow extension activities such as performances, recordings, podcast, etc.

**Lesson Plans**

Lesson #	Lesson Name	Time Frame (hours/ days)
1	Introducing the Writer's Workshop	2 days
2	Story elements/Freytag's pyramid	2 days
3	Reading for inspiration/modeling	1 day
4	Brainstorming ideas/planning	2 days
5	Independent writing/mini lessons	4 days
6	Workshop discussion/conferencing	2 days
7	Revision/Publishing	2 days
8	Workshop share	2 days

**Teacher Notes:**

**Unit Overview**

**Content Area: Writer’s Workshop/ELA**

**Unit Title: Creative nonfiction**

**Grade Level: 6**

**Unit Summary: In this unit, students will use events from their own lives and observations to create a writing piece that is both truthful and creative.**

**Interdisciplinary Connections: English, writing across the curriculum**

**21<sup>st</sup> Century Themes and Skills:** CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

**Learning Targets**

**Standards (Content and Technology):**

**CCSS.ELA-LITERACY.W.6.3**

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

**CCSS.ELA-LITERACY.W.6.3.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.

**CCSS.ELA-LITERACY.W.6.3.B**

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**CCSS.ELA-LITERACY.W.6.3.C**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**CCSS.ELA-LITERACY.W.6.3.D**

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**CCSS.ELA-LITERACY.W.6.3.E**

Provide a conclusion that follows from the narrated experiences or events.

**CCSS.ELA-LITERACY.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.)

**CCSS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.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.

**CCSS.ELA-LITERACY.RL.6.7**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

**CCSS.ELA-LITERACY.RL.6.10**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CCSS.ELA-LITERACY.SL.6.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<b>CCSS.ELA-LITERACY.SL.6.1.A</b>	
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
<b>CCSS.ELA-LITERACY.SL.6.1.B</b>	
Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>CCSS.ELA-LITERACY.SL.6.1.C</b>	
Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
<b>CCSS.ELA-LITERACY.SL.6.1.D</b>	
Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	
<b>CCSS.ELA-LITERACY.SL.6.2</b>	
Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	
<b>CCSS.ELA-LITERACY.SL.6.4</b>	
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>CCSS.ELA-LITERACY.SL.6.5</b>	
Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	
<b>CCSS.ELA-LITERACY.SL.6.6</b>	
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	
<b>8.1.8.A.2</b>	
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	
<b>8.1.8.D.2</b>	
Demonstrate the application of appropriate citations to digital content.	
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• What are the key elements of craft for creative nonfiction?</li> <li>• How does sharing personal experience address our understanding of universal truths?</li> <li>• What are the ethics of nonfiction writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Form a foundation for creative nonfiction</li> <li>• Approach writing as a process</li> <li>• Use life events and reflections as a form of expression</li> </ul>
<b>Unit Learning Targets/ Objectives:</b>	
<i>Students will...</i>	
<ul style="list-style-type: none"> <li>• Brainstorm creative story ideas and plan a work of fiction that includes all story elements</li> <li>• Create a rough draft of a nonfiction essay</li> <li>• Conference with both teacher and peers</li> <li>• Revise and improve a work of creative nonfiction</li> <li>• Publish a final draft</li> <li>• Share writing piece in a group workshop format, respond to the work of peers</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b>	
*Observations	*Writing project
*Conferences	*Workshop participation/discussion
	*Student self assessment/checklist

**Summative/ Benchmark Assessment(s):**

\*Published final copy (graded according to rubric)

\*Writer’s portfolio

\*Test

**Resources/ Materials:**

\*Computers, ELMO, IWB

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\*Various works of nonfiction for reading and modeling

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**Modifications:**

- **Special Education Students:** modified assignment, additional writing time, conferencing, adjusted grading
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**Lesson Plans**

Lesson #	Lesson Name	Time Frame (hours/ days)
1	Introduction to creative nonfiction/reading for inspiration	2 days
2	Brainstorming	2 days
3	Independent writing/mini lessons	4 days
4	Workshop discussion/conferencing	2 days
5	Revision and final draft	2 days
6	Workshop share	2 days

**Teacher Notes:**

**Additional Resources:**

Click links below to access additional resources used to design this unit.



**Unit Overview**

**Content Area: Writer’s Workshop/ELA**

**Unit Title: Poetry**

**Grade Level: 6**

**Unit Summary: In this unit, students will learn different styles and techniques for expressing themselves using poetic format.**

**Interdisciplinary Connections: English, writing across the curriculum**

**21<sup>st</sup> Century Themes and Skills:**

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

**Learning Targets**

**Standards (Content and Technology):**

<b>CCSS.ELA-LITERACY.W.6.3.C</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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<b>8.1.8.D.2</b>	
Demonstrate the application of appropriate citations to digital content.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• <b>What are the forms and structure of poetry?</b></li> <li>• <b>How do poets communicate thoughts and feelings through words, sounds, and images?</b></li> <li>• <b>What is the role of figurative language in poetry?</b></li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• <b>Writing as a process</b></li> <li>• <b>Interpreting thoughts and feelings in poetic form</b></li> <li>• <b>Recognizing and applying the form and structure of poetry</b></li> </ul>
<b>Unit Learning Targets/ Objectives:</b> <ul style="list-style-type: none"> <li>• Brainstorm creative ideas</li> <li>• Create a rough draft of a poem</li> <li>• Conference with both teacher and peers</li> <li>• Revise and improve a poetic writing piece</li> <li>• Publish a final draft</li> <li>• Share writing piece in a group workshop format, respond to the work of peers</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>*Observations</li> <li>*Conferences</li> <li>*Writing project</li> <li>*Workshop participation/discussion</li> <li>*Student self assessment/checklist</li> </ul>	
<b>Summative/ Benchmark Assessment(s):</b> <ul style="list-style-type: none"> <li>*Published final copy (graded according to rubric)</li> <li>*Writer's portfolio</li> <li>*Test</li> </ul>	

**Resources/ Materials:**

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- **Gifted and Talented Students:** Introduce higher level themes/writing tasks, allow extension activities such as performances, recordings, podcast, etc.
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**Lesson Plans**

Lesson #	Lesson Name	Time Frame (hours/ days)
1	Introduction to writing poetry	3 days
2	Brainstorming	1 days
3	Independent writing/mini lessons	4 days
4	Workshop discussion/conferences	2 days
5	Revision and final draft	2 days
6	Workshop share	2 days

**Teacher Notes:**

**Additional Resources:**

Click links below to access additional resources used to design this unit.