Units of Study in Argument, Information and Narrative Writing Grade 6 Pacing Guide

[Unit 1 - Narrative Craft													
Wk														
1	Mastering Workshop Routines													
2	Mastering Workshop Routines													
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	3 On Demand Narrative Assignment, Found in Writing Pathways Assessment Book, Page 182 Bend 1: Launching Independent Writing Lives and Generating Personal Narratives													
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Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
4	1	Setting Up to Write	2	"As a writer, you can get help not only from each other and from me, but also from texts others have written. To learn from finished texts, you need to study them, imagining the strategies the writer probably used so you can then try those same strategies on your own writing"	5	Read an exemplar student piece and ask students to annotate what works in the piece	7	Students will read, annotate and learn from what other writers have done	8	Helping Writers Build a Vision	9	Taking Stock, Clarifying Goals, Creating Authentic Writing Tasks	11	W6.3, W6.4, W6.5, W6.10,RL6.2, RL6.3, RL6.5, RL6.6, SL6.1, L6.1, L6.2, L6.3, L6.4
4	2	Calling on Strategies to Write Up a Storm	12	"Published writers sometimes think of a place that matters to them, and make a quick sketch- a map, actually- of that place, jotting all the powerful Small Moment story ideas that come from that place"	15	Students will think of a place that matters and share with a partner their place and small moments that they will sketch on their map	17	Students will sketch their maps, generate ideas and write	17	Finding Ideas Worth Writing About	19	Celebrating, Sharing, and Keeping Ideas Flowing	21	W6.3, W6.4, W6.5, W6.10,RL6.2, RL6.3, SL6.1, SL6.5, SL6.6, L6.1, L6.2, L6.3
4	3	Writing from Moments that Really Matter	23	"Here is another strategy that helps people write powerful true stories: jotting moments that have really mattered. Although they could be first or last times, what really works is to think about moments when you learned something important about yourself. Then write the whole story, fast and furious"	25	Encourage students to jot down their moments in their writer's notebook, focusing on the moment when they realized something	26	Remind students of the strategies they can use as they are sent to begin writing	26	Anticipating and Addressing Predictable Problems as Students Draft	28	Thinking "Who Am I as a Writer?" to Bring Out Meaning	30	W6.3, W6.4, W6.5, W6.10, RL6.3, RL6.6, SL6.1, SL6.6, L6.1, L6.2, L6.3, L6.6

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5	4	Telling the Story from the Narrator's Point of View	32	"You already know how important it is to write from inside the story moment, telling the story as it unfolds, but today I want to teach you that writers are especially careful about telling the details of the story exactly the way the narrator perceived them at the moment"		Students will listen to a draft where the point of view is not consistent, pointing out when revision is necessary	34	Remind students of the importance of maintaining their narrator point of view as you send them off to write	35	Using Details that Convey the Meaning We Intend	37	Living Inside the Details of the Moment	39	W6.3, W6.4, W6.5, W6.10, RL6.2, RL6.3, RL6.6, RL7.6, SL6.1, SL6.4, SL6.6, L6.1, L6.2, L6.3
5	5	Reading Closely to Learn from Other Authors	42	"Writers read other authors' texts not only to experience the characters' story, but also to admire, study, and emulate the quality of writing"	43	Ask student to study 'Everything Will Be Okay,' noticing precisely what the author has done that they can try	45	Remind students to learn from mentor texts, and review the How to Write Powerful Personal Narratives anchor chart	47	Helping Students Discover New Lessons from Mentor Texts	48	Setting Your Own Assignments	49	W6.3, W6.5, W6.9, W6.10, RL6.1, RL6.2, RL6.4, RL6.5, RL6.10, SL6.1, SL6.6, L6.1, L6.2, L6.3, L6.6
5	6	Taking Stock: Pausing to Assess and Set Goals	51	"It is helpful to pause at times and to reflect on the progress you've made as writers. You can use a checklist to guide you as you look back at your writing and ask, 'In what ways am I getting better?' and "What is the next thing I can work on improving?"	52	Ask students to work with a partner to use the checklist to assess each other's writing	56	Remind students that pausing and reviewing what they have accomplished and what they need to work on is key to their growth as writers	57	Helping Your Writers to Set Goals	58	Clarifying Goals and Making Plans for Meeting Them		W6.3, W6.5, W6.10, RL6.1, RL6.2, SL6.1, SL6.4, L6.1, L6.2, L6.3
Bend		<u> </u>	ng Pi	rocess and Toward Our Goals										
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
6	7	Rehearsing: Experimenting with Beginnings	62	"Writers also rehearse for writing by trying out several different leads"	64	Students will study the start of 'Everything Will Be OK' noting what makes it a memorable lead	66	Encourage students to try a few different leads	67	Crafting a Lead that Draws Readers to the Heart of the Story	68	Sharing Powerful Beginnings	70	W6.3, W6.5, W6.10, RL6.1, RL6.5, SL6.1, SL6.4, L6.1, L6.2, L6.3
6	8	Flash-Drafting: Get the Whole Story on the Page	71											

6	9	Using Writer's Notebooks for Mindful, Goal-Driven Work	74	"Today, I want to teach you how to use your writer's notebook as a place to deliberately practice the techniques and skills you want to see in your writing"	76	Students will choose a technique that they have seen a mentor author using and will practice the craft move in several places in their notebooks	77	Remind students that their notebook is a place that they will deliberately practice strategies	78	Working Steadfastly toward Goals	80	Committing to a Goal-and Practicing Again and Again	82	W6.3, W6.5, W6.9, W6.10, RL6.2, RL6.4, RL6.10, SL6.1, L6.1, L6.2, L6.3, L6.4
7	10	Re-Angling and Rewriting to Convey What a Story is Really About	83	"When you let yourself be guided by the question What is my story really about?' you find yourself wanting to tell your story in a completely different way. You can plan and rehearse your new draft in ways that will hint at the larger meaning, early on in the story, and develop that deeper meaning throughout the rest of the story"	86	Encourage students to imagine multiple possibilities by asking the question, "What is my story really about?" Students will story tell their revised piece to a partner	88	Send students off to write an entirely new-and more meaningful- version of their flash drafts	89	Rally Students for the Hard Work of True Revision	91	Sharing Techniques with Other Writers	94	W6.3, W6.4, W6.5, W6.10, RL6.2, RL6.5, SL6.1, SL6.4, SL6.6, L6.1, L6.2, L6.3, L6.4, L6.5, L6.6
7	11	Elaborating on Important Scenes and Adding New Ones from the Past	96	"When writers zoom in to look at individual scenes, they often elaborate on the ones that are most important to the central meaning of the story. And when writers zoom out to see how all the parts fit together, they often pull in new scenes from the past and future to help get across what the story is really about"	97	Model stretching out an important scene in your own draft. Students should identify an important scene in their drafts and story-tell a more elaborated version to their partners	97	Remind students of the repertoire of strategies they can use as they revise their drafts today	102	Revising for Meaning in Myriad Ways	103	Highlighting Students' Revision Process and Their Growth as Writers	105	W6.3, W6.4, W6.5, W6.10 RL6.2, RL6.4, RL6.5, RL6.6 SL6.1, SL6.6 L6.1, L6.2, L6.3
8	12	Using All Available Resources to Aid with Final Touches	107											

	Bend 3: Writing a 2nd Personal Narrative with New Independence													
Wk	Session	Mini-Lesson	Pg	Teaching Point	Pg	Active Engagement	Pg	Link	Pg	Conferring	Pg	Share	Pg	CCSS
8	13	Taking Charge of the Writing Process: Deciding Where to Begin and How to Revise from the Get- Go	112	"When writers are in charge of their own writing process, they think back over everything they know how to do, they eye their personalized writing goals, and they gather all their tools. Then they make a work plan, and start working really hard at it"	113	Students should begin to plan their own writing process and share their plan ideas with a partner	115	Encourage students to choose one personal narrative as the seed idea for a second personal narrative	115	Encouraging Independence	116	Carrying Forward All You Know	117	W6.3, W6.4, W6.5, W6.10 RL6.1, RL6.2, RL6.3, RL6.6 SL6.1, SL6.6 L6.1, L6.2, L6.3
9	14	Slowing Down and Stretching Out the Story's Problem	119	"When writers set out to draft, they make an effort to story-tell in the most compelling way. Even if it's not exactly how the events happened in real life. It's helpful to study how mentor writers slow down the problem in their writing and build the tension in a slow motion, bit-by-bit way"	122	Invite students to rehearse with their partners as they think through the parts of their stories and plan out how the problem will escalate across these parts	125	Remind students of their timeline for writing before sending them off to write	125	Using Leveled Student Writing to Help Students with Next Steps	126	Make Sure that Each Character Has a Strong Arc	129	W6.3, W6.4, W6.5, W6.10 RL6.1, RL6.3, RL6.5 SL6.1, SL6.2, SL6.4 L6.1, L6.2, L6.3
9	15	Ending Stories in Meaningful Ways	131	"You can write an ending that leaves your reader with profound understandings. Writers think back to what they tried hardest to express through their stories and ask, What do I want my readers to truly understand about my journey, as a character in this story? Then they write an ending that reveals this to the reader"	122	Ask students to revise their endings in the same manner	136	Remind students of the How to Write Powerful Personal Narratives anchor chart to demonstrate strategies they can use	136	Supporting Effective Use of Revision Strategies	138	Sharing Many Powerful Endings	140	W6.3,W6.5 RL6.2, RL6.5 SL6.1 L6.1, L6.2, L6.3
10	16	Editing Sentences for Rhythm and Meaning	142											
10	17	Publishing and Celebrating as a Community of Writers	145											