

**Grade 6 Writing Course**  
**Curriculum: Writing Units of Study, Grade 6**

**Unit 1: Restarting a Writing Life**

*The Restarting a Writing Life unit provides opportunities for transfer, independence, and student voice. Students will engage in the writerly life, making choices as writers and reclaiming their writer's notebooks.*

**Essential Questions:**

- How can a writing notebook become a space to explore seed ideas and practice new techniques?
- How do writers make decisions about the work that needs to be accomplished and to set and achieve their personal writing goals?

**Enduring Understandings:**

- Writers develop writing habits and routines that enable them to successfully engage in the writing process.
- Writers make choices and are decision makers.
- Writing notebooks enable writers to explore seed ideas and to practice new writing techniques.
- Writing tools and resources such as anchor charts, checklists, and exemplars help writers revise and accomplish their goals.
- Writers use mentor texts to learn the craft moves of published authors and incorporate these moves in their narratives.
- To improve their work, writers set appropriate goals, study rubrics, and utilize feedback from peers and teachers.

**Maryland College and Career Ready Writing Framework, Grades 6 – 8**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u>Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</u></b>
<p><b>Bend 1: Reclaiming Your Writer's Notebooks</b></p> <p><i>Writers will begin by collecting and filling their writer's notebooks with independent writing they care about and then selecting a seed idea that excites them. Writers will then dedicate time to rehearsing, considering their intentions and the structure that will best address their purpose.</i></p>	<p><b>Session 1: Writers Collect Entries</b></p> <p><b>Session 2: Writers Draw on All They Know When Generating Ideas</b></p> <p><b>Session 3: Writers Collect and Organize Ideas in Different Ways</b></p>	<p><b>W.6.1</b></p> <p><b>W.6.2</b></p> <p><b>W.6.3</b></p> <p><b>W.6.4</b></p>

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<p><i>Writers will flash-draft the independent project they decided on using tools they have previously utilized.</i></p>	<p><b>Session 4: Writers Rehearse</b></p> <p><b>Session 5: Writers Find Their Own Mentor Texts That Fit with Their Intentions</b></p> <p><b>Session 6: Students Flashdraft</b></p>	<p><b>W.6.5</b></p> <p><b>W.6.10</b></p>
<p><b>Bend 2: Drawing on Notebooks to Revise Important Projects</b></p> <p><i>Writers will consider audience and utilize support from mentor texts and their writing partners to revise their drafts as they move toward publication. Writers will use familiar tools to accomplish their goals for their piece.</i></p>	<p><b>Session 7: Writers Consider Audience</b></p> <p><b>Session 8: Writers Are Powerful Partners</b></p> <p><b>Session 9: Writers Create Their Own Checklists</b></p> <p><b>Session 10: Writers Select and Create Tools to Best Help Them Write with Clarity</b></p> <p><b>Session 11: Writers Take Time to Reflect Before Publishing Their Writing</b></p> <p><b>Session 12: Writers Celebrate Their Efforts</b></p>	
<p><b>Bend 3: Moving Forward Into the Year with Independence</b></p> <p><i>Writers will make a purposeful plan for their independent writing and their notebook use for the school year. Writers will generate an "ideas on deck" list that they can revisit for independent writing projects to pursue throughout the school year.</i></p>	<p><b>Session 13: Independent Writing Ideas for a Test Drive</b></p> <p><b>Session 14: Narrative Writers Use Their Notebooks to Reflect, Self-Assess, and Set Goals</b></p> <p><b>Session 15: Turning Back to Independent, Personal Writing Even in the Midst of Projects</b></p>	
<p><b>Unit 2: Personal Narrative: Crafting Powerful Life Stories</b></p>		

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*The Personal Narrative: Crafting Powerful Life Stories unit provides opportunities for writers to grow significantly, helping them develop the skills they will need to write well across all genres. Students draw on all they have learned about good writing to craft stories that carry meaning and personal significance.*

**Essential Question:**

- How can writers use the writing process to explore personal experiences?
- How can writers craft powerful personal narratives that tell significant and true stories from their lives?
- How can writers analyze and annotate mentor texts in a way that helps them imitate the craft moves of published authors?

**Enduring Understandings:**

- Writers craft personal narrative stories that carry meaning and significance.
- Writing tools and resources such as anchor charts, checklists, and exemplars help writers revise and accomplish their personal narrative writing goals.
- Writers study mentor texts to learn the craft moves of published authors and incorporate these moves in their narratives.
- Conventional spelling and proper grammar mechanics promotes understanding and communication in writing.

**[Maryland College and Career Ready Writing Framework, Grades 6 – 8](#)**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u><a href="#">Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</a></u></b>
<p><b>Bend 1: Launching Independent Writing Lives and Generating Personal Narratives</b></p> <p><i>Writers will write a draft personal narrative each day, studying and imitating the qualities of writing they learn by closely reading the unit mentor text. Writers will be in their writer's notebooks for all of Bend 1 in order to try out different story ideas or to practice a new strategy.</i></p>	<p><b>Session 1: Setting Up to Write</b></p> <p><b>Session 2: Calling on All Strategies to Write Up a Storm</b></p> <p><b>Session 3: Writing from Moments That Really Matter</b></p> <p><b>Session 4: Telling the Story from the Narrator’s Point of View</b></p>	<p style="text-align: center;"><b>W.6.3</b></p> <p style="text-align: center;"><b>W.6.3.a</b></p> <p style="text-align: center;"><b>W.6.3.b</b></p> <p style="text-align: center;"><b>W.6.3.c</b></p> <p style="text-align: center;"><b>W.6.3.d</b></p>

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	<p><b>Session 5: Reading Closely to Learn from Other Authors</b></p> <p><b>Session 6: Taking Stock: Pausing to Assess and Set Goals</b></p>	<p><b>W.6.3.e</b></p> <p><b>W.6.4</b></p> <p><b>W.6.5</b></p> <p><b>W.6.10</b></p>
<p><b>Bend 2: Moving through the Writing Process and toward Our Goals</b></p> <p><i>Writers will select a seed idea to flash draft and then to take through the process, drawing on a variety of narrative craft techniques. Craft and revision will be guided by an effort to communicate meaning.</i></p>	<p><b>Session 7: Rehearsing: Experimenting with Beginnings</b></p> <p><b>Session 8: Flash-Drafting: Get the Whole Story on the Page</b></p> <p><b>Session 9: Using Writer’s Notebooks for Mindful, Goal-Driven Work</b></p> <p><b>Session 10: Re-Angling and Rewriting to Convey What a Story Is Really About</b></p> <p><b>Session 11: Elaborating on Important Scenes and Adding New Ones from the Past</b></p> <p><b>Session 12: Using All Available Resources to Aid with Final Touches</b></p>	
<p><b>Bend 3: Writing a Second Personal Narrative with New Independence</b></p> <p><i>Writers will engage in a new cycle of personal narrative writing with greater independence. Writers will continue to examine and imitate the craft moves of a published author to develop their second personal narrative piece.</i></p>	<p><b>Session 13: Taking Charge of the Writing Process: Deciding Where to Begin and How to Revise from the Get-Go</b></p> <p><b>Session 14: Slowing Down and Stretching Out the Story’s Problem</b></p> <p><b>Session 15: Ending Stories in Meaningful Ways</b></p>	

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	<p><b>Session 16: Editing Sentences for Rhythm and Meaning</b></p> <p><b>Session 17: Publishing and Celebrating as a Community of Writers</b></p>	
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**Unit 3: Literary Essay: From Character to Compare/Contrast**

*The Literary Essay: From Character to Compare/Contrast unit provides students with the opportunity to construct character-based, theme-based, and compare-contrast essays. Repeated practice enables students to become more independent and confident in their ability to write literary essays that are well structured and that possess clear claims with supports and evidence.*

**Essential Question:**

- How can writers read stories closely to determine characters' traits and motivations as well as the theme of the text to develop a literary essay?
- How can writers determine the similarities and differences between the way two texts deal with an issue or problem to develop a comparative literary essay?

**Enduring Understanding:**

- Writers read closely and think about the stories they are reading to form text-based claims that are supported with with relevant evidence.
- Writers follow a writing process to generate, rehearse, plan, draft, revise and edit an essay.
- Writers use mentor texts to learn the craft moves of published authors and incorporate these moves in their essays.
- To improve their essays, writers set appropriate goals, study rubrics, and utilize feedback from peers and teachers.
- Conventional spelling and proper grammar mechanics promotes understanding and communication in writing.
- Writing tools and resources such as anchor charts, checklists, and exemplars help writers revise and accomplish their goals.

**Maryland College and Career Ready Writing Framework, Grades 6 – 8**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u>Maryland College and Career Ready Standards for</u></b>
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		<a href="#"><u>English Language Arts, Grades 6 - 8</u></a>
<p><b>Bend 1: Writing Strong Literary Essays</b></p> <p><i>Writers will engage in an essay, "boot camp", becoming immersed in the essentials of strong essay writing. During this first bend, writers will read closely in order to plan, to draft and to revise an essay about character, developing a claim and including relevant evidence.</i></p>	<p><b>Session 1: Essay Boot Camp</b></p> <p><b>Session 2: Growing Big Ideas from Details about Characters</b></p> <p><b>Session 3: Writing to Discover What a Character Really Wants</b></p> <p><b>Session 4: Crafting Claims</b></p> <p><b>Session 5: Conveying Evidence: Summarizing, Storytelling, and Quoting</b></p> <p><b>Session 6: Studying a Mentor Text to Construct Literary Essays</b></p> <p><b>Session 7: Revising Essays to Be Sure You Analyze as Well as Cite Text Evidence</b></p>	<p>W.6.1</p> <p>W.6.1.a</p> <p>W.6.1.b</p> <p>W.6.1.c</p> <p>W.6.1.d</p> <p>W.6.1.e</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.9.a</p> <p>W.6.10</p>
<p><b>Bend 2: Elevating the Complexity of Literary Essays</b></p> <p><i>Writers will repeat the drafting and revising cycle in order to construct a second essay about the theme of the text they have been analyzing. Writers will craft effective introductions and conclusions and effectively incorporate quotes in this second essay.</i></p>	<p><b>Session 8: Looking for Themes in the Trouble of a Text</b></p> <p><b>Session 9: Drafting Using All that You Know</b></p> <p><b>Session 10: First Impressions and Closing Remarks</b></p> <p><b>Session 11: Quoting Texts</b></p> <p><b>Session 12: Editing Inquiry Centers</b></p>	

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<p><b>Bend 3: Writing Compare-and-Contrast Essays</b></p> <p><i>Writers will compare two texts through the lens of a common theme, considering the similarities and differences in the ways the two authors deal with an issue. Writers will rely on prior learning from the previous bends to write their final essay with greater independence.</i></p>	<p><b>Session 13: Building the Muscles to Compare and Contrast</b></p> <p><b>Session 14: Comparing and Contrasting Themes across Texts</b></p> <p><b>Session 15: Applying What You Have Learned in the Past to Today’s Revision Work</b></p> <p><b>Session 16: Identifying Run-Ons and Sentence Fragments</b></p> <p><b>Session 17: Celebrating Literary Essays</b></p>	
<p><b><u>Unit 4: Historical Fiction: Weaving Together Fact and Fiction</u></b></p> <p><i>The Historical Fiction unit provides opportunities for writers to hone their narrative skills and to extend their skills with engaging the reader, providing an organizational structure of sequenced events, developing characters, and providing closure while maintaining historical accuracy.</i></p> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"><li>• How can historical fiction writers find inspiration and ideas hidden in historical time periods and events?</li><li>• How can narrative writers develop compelling historical fiction that engages readers and stays grounded in historical accuracy?</li><li>• How can historical fiction writers contextualize their writing with purposeful prefaces and endnotes?</li><li>• How can writers analyze and annotate mentor texts in a way that helps them imitate the craft moves of published authors?</li></ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Writers of historical fiction find inspiration and ideas for stories hidden in history.</li><li>• Writing tools and resources such as anchor charts, checklists, and exemplars help writers revise and accomplish their narrative writing goals.</li><li>• Writers study mentor texts to learn the craft moves of published authors and to incorporate these moves in their narratives.</li><li>• Writers conduct short research to immerse themselves in a time period and write from inside that world.</li><li>• Writers study mentor texts to contextualize their historical fiction writing with prefaces and endnotes.</li></ul>		

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- Conventional spelling and proper grammar mechanics promotes understanding and clear communication in writing.

**Maryland College and Career Ready Writing Framework, Grades 6 – 8**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u>Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</u></b>
<p><b>Bend 1: Collecting Ideas for Historical Fiction: Finding Stories that are Both Personal and Historical</b></p> <p><i>Writers will generate possible story ideas while drawing upon past writing narrative and fiction experiences and becoming strong researchers. Students will think deeply about the setting, the characters, and the various ways the story might develop. They will learn that historical fiction writers need to ask, “What might have occurred within that time and place that might make a great story?”</i></p>	<p><b>Session 1: Finding Fictional Stories Hidden in History</b></p> <p><b>Session 2: Calling on Past Knowledge to Collect Ideas</b></p> <p><b>Session 3: Developing Character Traits that Intersect with the Time Period and Plot</b></p>	<p><b>W.6.3</b></p> <p><b>W.6.3.a</b></p> <p><b>W.6.3.b</b></p> <p><b>W.6.3.c</b></p> <p><b>W.6.3.d</b></p> <p><b>W.6.3.e</b></p> <p><b>W.6.4</b></p> <p><b>W.6.5</b></p> <p><b>W.6.10</b></p>
<p><b>Bend 2: Developing the Story: Shaping Historically True Characters and Plots</b></p> <p><i>Writers will draft isolated scenes to develop their characters, plot, and setting. Writers will focus on placing characters in everyday scenes and revealing their struggles and motivations. They</i></p>	<p><b>Session 4: Crafting Scenes that Show Characters’ Struggles and Motivations</b></p> <p><b>Session 5: Developing Historically Accurate Settings</b></p> <p><b>Session 6: Drafting Multiple Plans</b></p> <p><b>Session 8: Checking Plans for Historical Accuracy</b></p>	



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<p><i>will consider multiple possible story plans and will check for historical accuracy.</i></p>		
<p><b>Bend 3: Drafting and Revising: Crafting a Compelling Historical Fiction Story</b></p> <p><i>Writers will draft and revise with an eye on craft and historical accuracy. Students will focus on conclusions and historical settings, and also practice with symbolism and prefaces or endnotes.</i></p>	<p><b>Session 9: Drafting from Inside the World of the Story</b></p> <p><b>Session 10: Inserting Back Stories and Flashbacks to Provide Extra Information</b></p> <p><b>Session 11: Crafting Meaningful Endings</b></p> <p><b>Session 12: Using Symbolism to Convey Meaning</b></p> <p><b>Session 13: Layering Essential Details about Time and Place in Opening Scenes</b></p> <p><b>Session 14: Creating Settings with Emotional Atmospheres or Moods</b></p> <p><b>Session 15: Contextualizing Stories with Prefaces and Endnotes</b></p>	
<p><b>Bend 4: Editing and Publishing: Preparing a Historical Fiction Story for Readers</b></p> <p><i>Writers will put finishing touches on their historical fiction pieces and celebrate their writing by bringing their stories to life.</i></p>	<p><b>Session 16: Editing for Voice – Giving Characters Their Own Sound</b></p> <p><b>Session 17: Scrutinizing Word Choice for Historical Accuracy</b></p> <p><b>Session 18: Bringing Stories to Life – A Final Celebration</b></p>	

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**Unit 5: Research-Based Information Writing: Books, Websites, and Presentations**

*The Research-Based Information Writing unit provides students with opportunities to learn from informational texts and to use their research and knowledge to explain topics of interest to others. During this unit, students research and gather information, use a clear structure for their writing, incorporate quotations, and use an appropriate style and tone to teach their audience.*

**Essential Question:**

- How can writers make deliberate choices about how to organize information and ideas in preparation for creating a well-structured informative text?
- How can writers explain a topic and their ideas using varied kinds of information in a well-structured text?
- How can writers incorporate research, arguments, explanations, stories, or procedural passages to engage and to affect the reader?

**Enduring Understandings:**

- Writers understand that constructing well-written informational text involves researching, drafting, and revising writing by incorporating credible sources, relevant information, details, and quotes into an organized structure.
- Writers prepare for writing their informational essays by researching to locate key points, by taking notes, and by freewriting about the topic or issue.
- Writers of well-written informational texts incorporate varied kinds of information such as facts, quotations, examples, and definitions and incorporate arguments, explanations, stories, or procedural passages to affect the reader.

**Maryland College and Career Ready Writing Framework, Grades 6 – 8**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u>Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</u></b>
<p><b>Bend 1: Drafting and Revising Information Books on Focused Topics</b></p> <p><i>Writers will learn how to write research-based informational essays by exploring the whole-class topic of teen activism. Writers will read and</i></p>	<p><b>Session 1: Becoming Engaged with a Topic</b></p> <p><b>Session 2: Reading for a Wide View of a Topic: Teen Activism</b></p>	<p><b>W.6.2</b></p> <p><b>W.6.2.a</b></p> <p><b>W.6.2.b</b></p>

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<p><i>analyze a variety of sources to develop a broad view of the topic. During the last session in this short bend, writers will flash draft their informational essay.</i></p>	<p><b>Session 3: Preparing to Write Informational Essays - Finding and Supporting Key Points</b></p> <p><b>Session 4: Structure Sets You Free: Using Prior Knowledge to Flash-Draft Essays</b></p>	<p><b>W.6.2.c</b> <b>W.6.2.d</b> <b>W.6.2.e</b> <b>W.6.4</b></p>
<p><b>Bend 2: Drafting and Revising Information Books on Focused Topics</b></p> <p><i>Writers will select a compelling issue to research in order to construct an informational book. Writers will incorporate accurate quotes, supportable facts, clear statistics, and solid evidence to convey their topic to readers. At the conclusion of this bend, writers will engage in a book exhibit tour to study and to celebrate each other's books and to share feedback as a writing community.</i></p>	<p><b>Session 5: The Trail of Research: Pursuing Information and Focusing in on Topics</b></p> <p><b>Session 6: Envisioning Structures to Plan an Information Book</b></p> <p><b>Session 7: Constructing Texts with Solid Bricks of Information</b></p> <p><b>Session 8: Research: Gathering Specific Information and Creating Meaning</b></p> <p><b>Session 9: Writing with Detail</b></p> <p><b>Session 10: Lifting the Level of Sentence Complexity</b></p> <p><b>Session 11: Using Text Features to Strengthen Writing</b></p> <p><b>Session 12: Planning Ready-to-Go Chapters</b></p> <p><b>Session 13: Quoting with a Purpose in Mind</b></p> <p><b>Session 14: Celebrating with a Book Exhibit Tour</b></p>	<p><b>W.6.5</b> <b>W.6.6</b> <b>W.6.7</b> <b>W.6.8</b> <b>W.6.9.b</b></p>

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<p><b>Bend 3: Digital Writing Projects: Sharing Expertise Online</b></p> <p><i>Writers will share their knowledge using a digital platform, studying digital mentor texts and selecting the most important and compelling information to share in a digital format.</i></p>	<p><b>Session 15: Studying Digital Mentor Texts</b></p> <p><b>Session 16: Revising to Fit Digital Formats: Determining Importance</b></p> <p><b>Session 17: Pouring into Digital Forms . . . and Publishing</b></p> <p><b>Session 18: Celebration: Presentations, Feedback, Reflection</b></p>	
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**Unit 6: Test Preparation**

*The Test Preparation unit provides students with opportunities to practice writing tasks that will help them gain confidence and prepare for the state assessment.*

**Essential Question:**

- How can I learn to study the tasks of a high-stakes exam to improve my performance?
- How can I incorporate evidence from multiple texts to develop my writing?

**Enduring Understandings:**

- Writers study high-stakes exam tasks to improve their performance.
- Writers produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Writers produce narratives, and argument and informative essays incorporating evidence from multiple texts.
- Conventional spelling and proper grammar mechanics promote understanding and communication in writing.

**[Maryland College and Career Ready Writing Framework, Grades 6 – 8](#)**

<b>Writing Unit Bends</b>	<b>Session Titles</b>	<b><u><a href="#">Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</a></u></b>
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<p><b>Bend 1: Studying and Practicing Constructed Response Answers</b></p> <p><i>Writers will practice answering short-response questions which use single passages. An additional session at the end of the bend that focuses on answering short-response questions using paired informational or opinion texts may be most helpful for middle school writers preparing for the ELA/L MCAP.</i></p>	<p><b>Session 1: Writers Consider the Parts of the Question and Reread Closely for Text Evidence</b></p> <p><b>Session 2: Test-Takers Consider What They Are Really Being Asked</b></p> <p><b>Session 3: Detail/Not a Detail</b></p> <p><b>Session 4: Using Knowledge of How Tests Are Scored to Evaluate and Improve Your Answer</b></p> <p><b>Session 5: The Special Challenge of Answering Part-to-Whole Short-Response Questions</b></p> <p><b>Session 6: Writing Constructed-Responses That Draw on Details from Two Texts</b></p>	<p><b>W.6.1</b>  <b>W.6.2</b>  <b>W.6.3</b></p>
<p><b>Bend 2: Writing a Narrative Extended Constructed Response</b></p> <p><i>Writers will draft, revise, and edit up to four stories and in doing so, strengthen their skills at writing a narrative extended response. During this bend, writers will also draft a story based on informational texts.</i></p>	<p><b>Session 1: Reading and Understanding Prompts and Orally Rehearsing How Stories Could Go</b></p> <p><b>Session 2: Using Details from the Passage in Your Story, Details Which Establish a Situation and Then Proceed Bit by Bit</b></p> <p><b>Session 3: Drafting a New Narrative with Purposeful Dialogue That Develops Events and Characters’ Responses to Them (and Punctuating that Dialogue Correctly)</b></p> <p><b>Session 4: Drafting a New Narrative Based on an Informational Text (and Pulling in Critical Details as You Draft)</b></p>	

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	<p><b>Session 5: Writing a Second Story Based on Nonfiction Texts, Using Elaboration Techniques as You Draft</b></p> <p><b>Session 6: Going from Good to Great: Adding Sensory Details and Endings that Wrap Things Up</b></p> <p><b>Session 7: Editing All of Your Stories for the Essentials</b></p>	
<p><b>Bend 3: Writing a Non-Fiction Based Essay on Two Passages</b></p> <p><i>Writers will draft, revise, and edit two argumentative essays and in doing so, strengthen their skills at writing an argumentative essay extended response. Writers will practice organizing their ideas, quoting, and paraphrasing as they prepare to write and make revisions.</i></p>	<p><b>Session 1: Reading Questions Carefully to Plan for an Opinion Essay off of Two Texts</b></p> <p><b>Session 2: Planning Essays with Structure in Mind (and Fitting Text Evidence into that Plan)</b></p> <p><b>Session 3: The Thin Line between Including Text Details and Plagiarism</b></p> <p><b>Session 4: Making Sure You Have Included Details from Both Passages</b></p> <p><b>Session 5: Drafting a New Essay with More Independence and Expertise</b></p> <p><b>Session 6: Using Checklists and Mentor Texts to Raise the Level of Our Opinion Essays</b></p> <p><b>Session 7: Editing All of Your Essays for the Essentials</b></p>	

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**Unit 7: Graphic Novels: Narrative Writing in Pictures & Words**

*The Graphic Novels: Narrative Writing in Picture and Words unit provides students with the opportunity to put their narrative craft skills to use in a new medium with a focus on plot, pacing, craft, and elaboration. Drawing is treated as part of the writing process rather than an add-on activity in this unit.*

**Essential Question:**

- How can writers use words and pictures to craft writing that makes it irresistible for the reader to turn the page?
- How can writers craft a graphic novel with a clear story arc?
- What narrative techniques can a writer learn by studying the craft of mentor graphic novelists?

**Enduring Understandings:**

- Writers use words and pictures to tell a story and to engage readers.
- Writers follow a writing process to generate, rehearse, plan, draft, revise and edit their writing.
- To improve their work, writers set appropriate goals, study mentor texts, and utilize feedback from peers and teachers.

**Maryland College and Career Ready Writing Framework, Grades 6 – 8**

Writing Unit Bends	Session Titles	<a href="#"><u>Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</u></a>
<p><b>Bend 1: Writing a First Graphic Novel</b></p> <p><i>Writers will craft graphic novels for a younger audience to help them focus on stories that possess a simple, clear story arc. Writers will spend time studying mentor texts to examine both layout and craft as they revise.</i></p>	<p><b>Session 1: What’s So Special about Graphic Novels, Anyway?</b></p> <p><b>Session 2: Doodling to Generate Story Ideas</b></p> <p><b>Session 3 Planning a Graphic Novel by Bookmapping</b></p> <p><b>Session 4: Planning a Graphic Novel by Thumbnailing and Scripting</b></p>	<p><b>W.6.3</b></p> <p><b>W.6.3.a</b></p> <p><b>W.6.3.b</b></p> <p><b>W.6.3.c</b></p> <p><b>W.6.3.d</b></p> <p><b>W.6.3.e</b></p> <p><b>W.6.4</b></p>

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	<p><b>Session 5: Drafting a Graphic Novel Using All You Know</b></p> <p><b>Session 6: Drafting and Revising Like a Graphic Novelist</b></p> <p><b>Session 7: Revising with the Narrative Checklist in Mind</b></p> <p><b>Session 8: Revising Balloons for Clarity</b></p> <p><b>Session 9: Editing to Add Tone to Dialogue</b></p> <p><b>Session 10: Artist Alley Celebration</b></p>	<p><b>W.6.5</b> <b>W.6.10</b></p>
<p><b>Bend 2: Powering Up Your Visual Craft</b></p> <p><i>Writers will generate, plan pages, draft, and revise a second graphic novel focusing on the skills of elaboration and craft.</i></p>	<p><b>Session 1: Generating Powerful True Stories</b></p> <p><b>Session 2: Planning a Graphic Novel by Creating “Page-Turner” Panels in a Bookmap</b></p> <p><b>Session 3: Planning a Graphic Novel by Pacing with Tiers</b></p> <p><b>Session 4: Revising Your Plans by Stretching Out a Moment</b></p> <p><b>Session 5: Drafting in Cartooning Centers</b></p> <p><b>Session 6: Managing Your Own Project</b></p> <p><b>Session 7: Revising by Zooming In</b></p>	



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**Session 8: Editing for Clarity with the Reader in Mind**

**Session 9: Celebration: Comic Con**

**Unit 8: Fantasy: Writing within Literary Traditions**

*The Fantasy unit provides opportunities for writers to use their narrative skills from personal narrative to show a greater control and finesse of their narrative strategies. It provides writers with continued practice in storytelling, elaborating, and pacing of a story through dialogue, action, and description. This unit also affords reading and writing connections as it forces students to recognize how fantasy authors set the stage for the world of their stories. Their observations help students understand how writers develop themes, characters, and settings in fantasy writing.*

**Essential Question:**

- How can fantasy writers find inspiration and ideas in past story seeds?
- How can fantasy writers keep their fantasy stories grounded in the real world?
- How can narrative writers develop compelling fantasy that engages readers and conveys meaning?
- How can writers analyze and annotate mentor texts in a way that helps them imitate the craft moves of published authors?
- How can fantasy writers use symbolism and "expert" language to build their fantasy world?

**Enduring Understandings:**

- Writers of fantasy find inspiration and ideas for stories in past fictional stories or personal narratives.
- Writers of fantasy aim to keep their stories grounded in the real world.
- Writing tools and resources such as anchor charts, checklists, and exemplars help writers revise and accomplish their narrative writing goals.
- Writers study mentor texts to learn the craft moves of published authors and to incorporate these moves in their fantasy writing.
- Writers study how authors set the stage for the world of a story--how they use places, objects, and symbols to create atmosphere and convey meaning.
- Conventional spelling and proper grammar mechanics promotes understanding and clear communication in writing.

**[Maryland College and Career Ready Writing Framework, Grades 6 – 8](#)**

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<b>Writing Unit Bends</b>	<b>Session Titles</b>	<a href="#"><u>Maryland College and Career Ready Standards for English Language Arts, Grades 6 - 8</u></a>
<p><b>Bend 1: Collecting and Developing Ideas for Fantasy Fiction: Writing Stories that Have Depth and Significance</b></p> <p><i>Writers will generate possible story ideas by mining their notebooks and drawing on past story seeds. They will begin rehearsing by thinking about possible story ideas, generating possible stories, and then thinking more deeply about setting, characters, and how the story might play out. Writers will ask, "What would make a great story?" and "How can I keep my story grounded in the real world?"</i></p>	<p><b>Session 1: Finding Inspiration for Fantasy Writing in Real-Life Events</b></p> <p><b>Session 2: Generating Ideas for Fantasy by Considering Setting</b></p> <p><b>Session 3: Developing the Story – Shaping Fantastical Yet Believable Characters, Settings, and Plots</b></p> <p><b>Session 4: Planning a Story Idea</b></p>	<p>W.6.3</p> <p>W.6.4</p> <p>W.6.5</p> <p>W.6.6</p> <p>W.6.9.a</p>
<p><b>Bend 2: Drafting and Revising: Crafting a Compelling Fantasy Fiction Story</b></p> <p><i>Writers will draft from inside the fantasy world of their stories and make the unrealistic feel realistic. They will revise with craft in mind and develop meaning by showing, not telling. Writers will use symbolism and "expert" vocabulary for their fantasy world.</i></p>	<p><b>Session 5: Fast-Drafting</b></p> <p><b>Session 6: Revising Fantasy Stories in Ways that Up the Stakes</b></p> <p><b>Session 7: Revising to Show, Not Tell</b></p> <p><b>Session 8: Revising to Highlight Symbolism and Meaning</b></p> <p><b>Session 9: Revising with a Partner</b></p>	

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<p><b>Bend 3: Editing and Publishing: Preparing the Fantasy Story for Readers</b></p> <p><i>Writers will put finishing touches on their pieces and prepare to celebrate by publishing their fantasy writing in a class anthology or picture book, or by having small group reading parties.</i></p>	<p><b>Session 10: Editing for Punctuation</b></p> <p><b>Session 11: Using Standard Conventions in Unconventional Ways</b></p> <p><b>Session 12: Publishing and Celebrating</b></p>	
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For more information regarding the Grade 6 Writing course content, curriculum, and pacing, please contact Kristine Scarry, Supervisor of Reading, English, Language Arts ([Kristine.scarry@hcps.org](mailto:Kristine.scarry@hcps.org)) or Annmarie Steltzer, Assistant Supervisor of Reading, English, Language Arts ([Annmarie.steltzer@hcps.org](mailto:Annmarie.steltzer@hcps.org))