

# Oakland Schools Curriculum Unit Plan

## Sixth Grade ELA: Writing

### Unit 5: Research

#### Big Picture Graphic

Overarching Question: <p style="text-align: center;"><b>How do we write clear, organized research papers?</b></p>					
Previous Unit: <p style="text-align: center;"><b>Realistic Fiction</b></p>	This Unit: <p style="text-align: center;"><b>Research (Content Area Essays)</b></p>	Next Unit: <p style="text-align: center;"><b>Poetry</b></p>			
Questions to Focus Assessment and Instruction: <ol style="list-style-type: none"> <li>1. How do we develop strong research questions?</li> <li>2. How do we write focused research papers?</li> <li>3. How do we take notes on our research for use in our writing?</li> <li>4. How can we avoid plagiarism by paraphrasing and using direct quotes?</li> </ol>		Intellectual Processes: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Questioning</td> </tr> <tr> <td style="padding: 2px;">Organization/Structure</td> </tr> <tr> <td style="padding: 2px;">Research</td> </tr> </table>	Questioning	Organization/Structure	Research
Questioning					
Organization/Structure					
Research					

### Unit Abstract

In this unit, students use the writing process (collecting, drafting, revising, editing) to write a content-based research paper. You may want to connect with a content area teacher in providing the parameters for this research work.

Students gather ideas by free-writing about what interests them about a certain topic or time period. Teach them to narrow or broaden their topics and to create research questions. Students evaluate their resources, making sure they: are accurate, without bias, that they address their research questions, and are readable texts. Teach students to conduct interviews and take polls. Students use a structure that works for their research topic: cause/effect, compare/contrast, chronological or topical. Teach them to draft in their chosen structure.

Students learn to organize and synthesize information. Teach strong leads and conclusions, using formal language in research papers, using appropriate transitions between paragraphs and around direct quotations. Students show increasing control of conventions and grammar.

### Content Expectations

Students will:

- W.GN.06.03** formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.
- W.PR.06.01** set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.
- W.PR.06.02** apply a variety of pre-writing strategies for both narrative (e.g., graphic organizers designed to develop a plot that includes major and minor characters, builds climax, and uses dialogue to enhance a theme) and informational writing (e.g., problem/solution or sequence).
- W.PR.06.03** revise drafts for clarity, coherence, and consistency in content, voice, and genre characteristics with audience and purpose in mind.
- W.PR.06.04** draft focused ideas for a specific purpose using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g., word choice, level of formality, and use of example) when writing compositions.
- W.PR.06.05** proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
- W.PS.06.01** exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
- W.GR.06.01** in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures in writing including indefinite and predicate pronouns; transitive and intransitive verbs; adjective and

adverbial phrases; adjective and adverbial subordinate clauses; comparative adverbs and adjectives; superlatives, conjunctions; compound sentences; appositives; independent and dependent clauses; introductory phrases; periods; commas; quotation marks; and use of underlining and italics for specific purposes.

**W.SP.06.01** in the context of writing, correctly spell frequently encountered and frequently misspelled words.

**W.HW.06.01** write neat and legible compositions.

**W.AT.06.01** be enthusiastic about writing and learning to write.

### Key Concepts

Bias

Credible Sources

Developing research questions

Interviews

Note-taking

Primary and secondary sources

Revising research questions based on new information

Statistics

Thesis

