

6th Grade Language Arts Overview

Quarter 1

*Mention Writing Studio and 6-Traits of Writing throughout every unit.

Bold= Standard that stays up for the whole unit

Common Core Standard(s)	Unit and Lessons
<p>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.</p> <p>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</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Introduce Writing Studio/6-Traits of Writing</p> <ul style="list-style-type: none"> -Writing Studio- Crafting Session, Independent Writing, Sharing/Reflecting (W.6.10) -Reasons We Write Activity/Bulletin Board (W.6.4) -Introduce 6-Traits- Just focus on content vocabulary/recognize that they are in all writing (Organization, Voice, Conventions, Word Choice, Sentence Fluency, Ideas) (W.6.10) -Organize 3-section Writer's Handbook-Bell Ringers, Grammar, Writing, Conference Notes (W.6.4) -Writer's Block (W.6.10) -Writing Territories-Stations (W.6.4) -Conferring (Students set goals)-Teacher and Peer (W.6.5, SL.6.1) -Independence-Revising and editing continually while writing (W.6.5, W.6.10) -RAFT (W.6.4) -Brainstorming/Graphic Organizers (W.6.4) -Taking Pride in Work (W.6.4) -Timed Writing Pre-Assessment (W.6.10) <p>RAFT Writing (W.6.10)</p>
<p>CCSS.ELA-Literacy.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.6.2 Demonstrate command of the conventions of</p>	<ul style="list-style-type: none"> -Helping/Linking/Action Verbs -Nouns -Subject/Predicate -Types of Sentences- Declarative, Interrogative, Imperative, Exclamatory -Dialogue (Basic quick lesson) -Spelling- Individual spelling lists (L.6.2b)

<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS-ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <p>CCSS-ELA-Literacy.L.6.2b Spell correctly.</p>	<p>*Make sure bell ringers focus on grammar skills. Do review stations.</p> <p>*Assess these grammar skills in the narrative.</p>
<p>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.</p> <p>CCSS-ELA-Literacy.W.6.3a 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.</p> <p>CCSS-ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS-ELA-Literacy.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS-ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	<p>Narrative Writing</p> <p>Topic: Survival Personal Narratives</p> <ul style="list-style-type: none"> -Point of View- 1st, 2nd, 3rd (L.6.1c) -Brainstorming/Graphic Organizer (W.6.3a) -Organization- Beginning, Middle, End (W.6.3a) -Attention-Grabber/Introduction-Set the Scene, Sound, Flashback (W.6.3a) -Orient the reader by establishing a context, point of view, and introducing the narrator and/or characters (W.6.3a) -Transitions (W.6.3c) -Topic Sentences (W.6.3a) -Paragraphing (W.6.3a) -Details- Emotions/Feelings/Figurative Language/Sensory Language (W.6.3b, W.6.3d) -Conclusion- Final Reflection on Experience (W.6.3e) -Revision/Editing (W.6.1)

<p>CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>CCSS.ELA-Literacy.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS-ELA.Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p>	
<p>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.</p>	<p>TypingWeb/TypingTutor- Baseline test, three lessons, test, etc.</p>
<p>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.</p> <p>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</p> <p>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.</p>	<p>Timed Writing using Prompts (Fun topics)</p> <ul style="list-style-type: none"> -Narrative- Different Perspectives (Examples-Animals, Parent, Object) -Personal Narrative- Family/Hobbies/Activities -Students' Choice- RAFT writing <p>Assessment will be made based on length of writing and grammar and writing skills that students have learned. Students should show growth throughout the quarter.</p>

Quarter 2

Common Core Standard(s)	Unit and Lessons
<p>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.</p> <p>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</p> <p>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.</p>	<p>-Conferring/ Peer Conferences (Students set goals) (W.6.5)</p> <p>-Writer's Block (W.6.5, W.6.10)</p> <p>-Revising/Editing consistently while writing (W.6.5)</p> <p>-RAFT Writing (W.6.10)</p>
<p>CCSS.ELA-Literacy.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS-ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <p>CCSS-ELA-Literacy.L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive)</p> <p>CCSS-ELA-Literacy.L.6.1b Use intensive pronouns (e.g. myself, ourselves)</p> <p>CCSS-ELA.Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>CCSS-ELA-Literacy.L.6.1d Recognize and correct vague pronouns (i.e. ones with unclear</p>	<p>-Prepositions/Prepositional Phrases (6.1)</p> <p>-Point of View (L.6.1c)</p> <p>-Pronouns- Subjective, Objective, Possessive, Intensive, Shifts in Pronoun Number and Person, Vague Pronouns, Antecedents (L.6.1a, L.6.1b, L.6.1c, L.6.1d)</p> <p>-Spelling- Individual spelling lists (L.6.2b)</p> <p>*Make sure bell ringers focus on 1st and 2nd quarter grammar skills. Do review stations.</p> <p>*Assess these grammar skills in the argumentative essay.</p>

or ambiguous antecedents)	
CCSS-ELA-Literacy.L.6.2b Spell correctly.	
<p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.</p> <p>CCSS.ELA-Literacy.W.6.1e Provide a concluding statement or section that follows from the argument presented.</p> <p><u>CCSS.ELA-LITERACY.W.6.7</u> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA.Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Argumentative Writing</p> <p>Topic: Student choice</p> <ul style="list-style-type: none"> -Brainstorm hot topics (W.6.1) -Define argumentative writing (W.6.1) -Two sides to argument- Debate (W.6.1b) -Model/Practice argument, claim, evidence, reasoning- Who Dunnit activity (W.6.1b) -Reliable resources- internet activity (W.6.8) -Researching for relevant evidence that supports claims (W.6.7, W.6.8, W.6.9) -Formal Style (W.6.1d) -Model/Practice argument, claim, evidence, reasoning- Using research (W.6.1b) -Model/Practice body paragraphs- claim (topic sentence), evidence, reasoning, evidence, reasoning, closing sentence (W.6.1b) -Model/Practice introduction- attention-grabber (Picture This), thesis (Argument) (W.6.1a) -Model/Practice conclusion- restate thesis, effective ending (W.6.1e) <p>Argumentative Essay Assessment</p> <ul style="list-style-type: none"> -Research -Compose -Revise/Edit
CCSS.ELA.Literacy.SL.6.1 Engage effectively in	Formal Debate on Argumentative Topic

<p>a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA.Literacy.SL.6.4 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</p>	<p>(SL.6.1, SL.6.4)</p> <ul style="list-style-type: none"> -Teacher-given topic -Split class into sides -Prepare/informal research -Debate
<p>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.</p>	<p>TypingWeb/TypingTutor- Three lessons, test, three lessons, etc.</p>
<p>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.</p> <p>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.</p> <p>CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA.Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Timed Writing Assessments using Prompts (Fun Topics)</p> <ul style="list-style-type: none"> - _____ are better than _____. -Argue a side after reading an article. -Students' Choice- RAFT writing <p>Assessment will be made based on length of writing and grammar and writing skills that students have learned. Students should show growth throughout the quarter.</p>

Quarter 3

Common Core Standard(s)	Unit and Lessons
CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	<ul style="list-style-type: none"> -Conferring/Peer Conferences (Students set goals) (W.6.5) -Revising/Editing consistently while writing

<p>frames (a single sitting or a day or two) for a range.</p> <p>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</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>(W.6.5)</p> <p>-RAFT Writing (W.6.10)</p>
<p>CCSS.ELA-Literacy.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>CCSS-ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <p>CCSS-ELA-Literacy.L.6.2b Spell correctly.</p>	<p>Types of sentences-Simple, Complex, Compound (6.2)</p> <p>Commas- Appositives, Listing, Introductory Words/Phrases/Direct Addresses, Dates, Addresses (6.2a)</p> <p>-Spelling- Individual spelling lists (L.6.2b)</p> <p>*Make sure bell ringers focus on grammar skills from 1st, 2nd, and 3rd quarter. Do review stations.</p> <p>*Assess these grammar skills in the informative essay.</p>
<p>CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>Informative Writing: Biography</p> <p>Topic: Influential Person</p> <p>-Format (Early Life, Education, Career, Achievements, Roadblocks, Family, Later</p>

<p>CCSS.ELA-LITERACY.W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.2.E Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.2.F Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Life/Death) (W.6.2.A) - Model/Practice Biography using Jackie Robinson -Model/Practice Introduction- Quote (W.6.2.A) -Model/Practice Body Paragraphs- Topic Sentence, Facts (Details, Quotations, Examples), Closing Sentence (W.6.2.B) -Model/Practice Conclusion (W.6.2F) -Transitions (W.6.2.C) -Formal Style (W.6.2.E)</p> <p>-Reading Class will read and research students' person of choice, and in LA, we will write the biography. (W.6.2 W.6.8, W.6.9)</p> <p>PARCC Preparation- Compare/Contrast Different Articles, etc. (W.6.2, W.6.2A)</p>
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<p>CCSS.ELA.Literacy.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>CCSS.ELA-Literacy.SL.6.4 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.</p>	<p>Interviews</p> <ul style="list-style-type: none"> -Model/practice good questioning (SL.6.1c) -Model/practice eye contact, speaking clearly, voice level (SL.6.4) -Students develop 4 open-ended/in-depth questions for the teacher to ask (SL.6.1c) -Students pose as subject of biography (SL.6.1c) -Students write/synthesize/discuss information presented in the interview. (SL.6.2)
<p>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.</p>	<p>TypingWeb/TypingTutor- Three lessons, test, three lessons, etc.</p>
<p>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.</p> <p>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.</p>	<p>Timed Writing Assessments using Prompts (Fun Topics)</p> <ul style="list-style-type: none"> -Read/Research a Person and Write -Students' Choice- RAFT writing <p>Assessment will be made based on length of writing and grammar and writing skills that students have learned. Students should show growth throughout the quarter.</p>

Quarter 4

Common Core Standard(s)	Unit and Lessons
CCSS.ELA-Literacy.W.6.10 Write routinely over	-Conferring/Peer Conferences (Students set

<p>extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range.</p> <p>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</p> <p>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.</p> <p>CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>goals) (W.6.5)</p> <p>-Revising/Editing consistently while writing (W.6.5)</p> <p>-RAFT Writing (W.6.10)</p>
<p>CCSS.ELA-Literacy.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>CCSS-ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.</p> <p>CCSS-ELA-Literacy.L.6.2b Spell correctly.</p>	<p>Adjectives (6.1)</p> <p>Adverbs- Good vs. Well (6.1)</p> <p>Parentheses (6.2a)</p> <p>Dashes (6.2a)</p> <p>-Spelling- Individual spelling lists (L.6.2b)</p> <p>*Make sure bell ringers focus on grammar skills from 1st, 2nd, and 3rd quarter. Do review stations.</p> <p>*Assess these grammar skills in the informative essay.</p>
<p>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</p>	<p>Narrative Writing</p> <p>Topic: Write a narrative from the perspective of a historical figure. (Biography or Social</p>

<p>sequences.</p> <p>CCSS-ELA-Literacy.W.6.3a 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.</p> <p>CCSS-ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>CCSS-ELA-Literacy.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS-ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>CCSS.ELA-LITERACY.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>CCSS.ELA-LITERACY.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Studies)</p> <ul style="list-style-type: none"> -Research time period (W.6.3a, W.6.8, W.6.9) -Attention-Grabber (W.6.3a) -Orient the Reader (W.6.3a) -Dialogue (W.6.3b) -Transition Words (W.6.3c) -Progression of Ideas (W.6.3b) -Sensory Details, Descriptive Words (W.6.3d) -Strong Conclusion (W.6.3e)
<p>CCSS.ELA-LITERACY.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> -Reader's Theater (L.6.3, L.6.3a, L.6.3b) -Plays -Dialogues -Monologues

<p>CCSS.ELA-LITERACY.L.6.3.A Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>CCSS.ELA-LITERACY.L.6.3.B Maintain consistency in style and tone.</p>	
<p>CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.L.6.5.A Interpret figures of speech (e.g., personification) in context.</p>	<p>Poetry (L.6.5, L.6.5a)</p> <ul style="list-style-type: none"> -Concrete Poems -Family Metaphor Poems -Personification Obituaries -Color Poems
<p>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.</p>	<p>TypingWeb/TypingTutor- Three lessons, test, three lessons, etc.</p>
<p>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.</p> <p>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.</p>	<p>Timed Writing Assessments using Prompts (Fun Topics)</p> <ul style="list-style-type: none"> -Students' Choice- RAFT writing <p>Assessment will be made based on length of writing and grammar and writing skills that students have learned. Students should show growth throughout the quarter.</p>