

Teacher: CORE ELA Grade 6  
 Course: ELA Grade 6

Year: 2010-11  
 Month: All Months

A u g u s t	Writing							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		A1. Narrative Writing (Formal) a. Personal Narrative/Memoir B1. Writing Process a. Brainstorm/Prewrite C1. Writing Traits c. Voice d. Sentence Fluency e. Word Choice	A1a. Use qualities of a memoir in an original personal narrative. B1a. Create a graphic organizer to focus topic. B1a. Write a strong story opener. C1d. Utilize transition words accurately to sequential and logically move writing to its end. C1d. Visual images created by using exact nouns, adjectives,		A1, C1. Final Copy may publish on class blog, wiki or other digital platform 1/1/2011 B1. Graphic Organizer 1/1/2011 C1. Draft 1/1/2011			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. 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. W.6.3b-Use narrative

		<p>verbs and figures of speech. C1e. Show don't tell using powerful verbs. C1e. Support exact word choice to bring details to life. C1e. Incorporate first person pronouns (I, me, my).</p>				<p>techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 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. W.6.3d-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W.6.3e- Provide a conclusion that follows from the narrated experiences or events.</p>
	A2.	A2b.		A2, C1.		W.6.5-With some

	<p>Informational Writing (Formal)  b. News Article (expository)  B1. Writing Process  c. Revise  C1. Writing Traits  a. Focus/Ideas  f. Conventions</p>	<p>Construct a news article using proper structure and format.  B1c. Using peer review, improve structure and content of article.  B1c. Use time order words.  B1c. Know your purpose as an author.  C1a. Develop topic or idea for news article.  C1a. Answer the 5 W's plus H in writing.  C1f. Demonstrate excellent control and accuracy with mechanics for writing.  C1f. Include important information.</p>		<p>Final Copy  1/1/2011  B1. Draft  1/1/2011</p>		<p>guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  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.  W.6.2a-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.  W.6.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
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						<p>W.6.2c-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e-Establish and maintain a formal style.</p> <p>W.6.2f-Provide a concluding statement or section that follows from the information or explanation presented.</p>
	<p>A4. Functional Writing</p> <p>e. Problem/Solution Essay (Formal)</p> <p>B1. Writing Process</p> <p>d. Edit</p> <p>C1. Writing Traits</p> <p>b. Organization</p> <p>f. Conventions</p>	<p>A4e. Identify a problem and appraise.</p> <p>A4e. Assess possible solutions.</p> <p>B1d. Peer-edit for conventions.</p> <p>B1d. May use electronic wordprocessing programs to edit.</p> <p>C1b. Produce a graphic organizer (outline) to prewrite solutions and details.</p> <p>C1b. Compose a rough draft</p>		<p>A1. Oral Explanation</p> <p>1/1/2011</p> <p>B1, C1.</p> <p>Draft</p> <p>1/1/2011</p> <p>B1, C1.</p> <p>Final Copy</p> <p>1/1/2011</p>		<p>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>W.6.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.9-Draw evidence from literary or informational texts to support analysis,</p>

		<p>with discrete paragraphs for each problem or solution.  C1b.  Supporting your ideas in a graphic organizer.  C1b.  Articulate three supporting details in writing for each possible problem and solution.  C1f.  Demonstrate excellent control and accuracy with mechanics for writing.</p>			<p>reflection, and research.  W.6.1a-Introduce claim(s) and organize the reasons and evidence clearly.  W.6.1b-Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  W.6.1c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  W.6.1d-Establish and maintain a formal style.  W.6.1e-Provide a concluding statement or section that follows from the argument presented.  W.6.2a-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>
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						<p>W.6.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2c-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e-Establish and maintain a formal style.</p> <p>W.6.2f-Provide a concluding statement or section that follows from the information or explanation presented.</p>
	<p>A4. Functional Writing d. Writing About Reading - Character Sketch (Informal) B1. Writing Process e. Publish C1. Writing</p>	<p>A4d. Identify key character traits of a story's character. A4d. Evaluate dynamic character qualities in writing. B1e. Show best writing skills in final copy.</p>		<p>A4, B1, C1. Draft 1/1/2011 A4, B1, C1. Final Copy 1/1/2011</p>		<p>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.)</p> <p>W.6.5-With some guidance and support from peers and adults, develop</p>

	<p>Traits e. Word Choice</p>	<p>B1e. May use electronic word processing to research data and/or publish. C1e. Incorporate strong verbs in writing to bring subject to life. C1e. Use powerful verbs to present a clearer, more vivid picture. C1e. Elaboration with prepositional phrases.</p>				<p>and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.6.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.2a-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. W.6.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.6.2f-Provide a concluding statement or section that follows from the information or explanation presented. W.6.4a-Produce text (print or nonprint) that explores a</p>
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							variety of cultures and perspectives.
	<p>A2. Informational Writing</p> <p>e. Interview</p> <p>B1. Writing Process</p> <p>a. Brainstorm/Prewrite</p> <p>C1. Writing Traits</p> <p>a. Focus/Ideas</p> <p>b. Organization</p>	<p>A2e. Demonstrate proper written format and punctuation for an interview.</p> <p>B1a. Prepare for interview by creating a list of questions focused on 1 or 2 topics.</p> <p>C1a. Record interview (written or orally) with questions and answers on topic in logical order.</p> <p>C1b. Use organized interview text structure.</p> <p>C1b. Dialogue to reveal thoughts or attitudes of characters.</p>		<p>A2. Draft 1/1/2011</p> <p>B1. Graphic Organizer 1/1/2011</p> <p>C1. Final Interview - audio or video may be used to record interview 1/1/2011</p> <p>A2. Final Copy 1/1/2011</p>			<p>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.)</p> <p>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>W.6.4a- Produce text (print or nonprint) that explores</p>



							a variety of cultures and perspectives.
	<p>A3. Poetic Writing</p> <p>a. Poetry (Informal)</p> <p>B1. Writing Process</p> <p>c. Revise</p> <p>C1. Writing Traits</p> <p>a. Focus/Ideas</p> <p>b. Organization</p> <p>c. Voice</p> <p>e. Word Choice</p>	<p>A3a. Identify various styles of poetry and their characteristics.</p> <p>B1c. Produce multiple styles of poetry while applying the traits of each style in a rough draft.</p> <p>C1a. Develop a strong theme for poetic piece.</p> <p>C1b. Follow organizational style appropriate to type of poetry.</p> <p>C1c. Use strong voice to develop writer's style.</p> <p>C1e. Use vivid language and literary devices to create an effect for your audience.</p> <p>C1e. Utilize Wordle.net to develop strong word choice.</p>		<p>A3, B1, C1. Final Copy 1/1/2011</p> <p>A3. Rough Draft 1/1/2011</p> <p>C1. Workshop Conference 1/1/2011</p>			<p>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.)</p> <p>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>W.6.11c- Create poetry, stories,</p>

							plays, and other literary forms (e.g. videos, art work).
A4. Functional Writing e. Compare/Contrast Essay (Formal) B1. Writing Process b. Draft C1. Writing Traits a. Focus/Ideas b. Organization	A4e. Develop an essay comparing and contrasting various attributes of a topic. B1b. Organize ideas in proper essay and paragraph format. C1a. Maintain clear focus of thoughts throughout piece. C1a. Use various digital sources to gather information in order to compare and contrast details on a selected topic. C1b. Differentiate and organize ideas clearly.		A4, C1. Final Copy 1/1/2011 B1. Graphic Organizer 1/1/2011 C1. Rough Draft 1/1/2011				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. 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.) 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. W.6.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.4a-Produce text (print or nonprint) that explores a variety of cultures and perspectives.

	<p>A1. Narrative Writing</p> <p>e. Journal Entry (Informal/Formal)</p> <p>B1. Writing Process</p> <p>a. Brainstorm/Prewrite</p> <p>C1. Writing Traits</p> <p>a. Focus/Ideas</p> <p>c. Voice</p>	<p>A1e. Produce a journal entry with strong voice.</p> <p>B1a. Create a concept map organizing and focusing ideas.</p> <p>C1a. Develop a clear main idea for journal entries with purpose to inform, describe, persuade, or entertain.</p> <p>C1c. Choose an appropriate tone for the entry.</p>		<p>A1, C1. Final Copy - publish journal entries via various digital media, such as blogs and wikis</p> <p>1/1/2011</p> <p>B1. Concept Map</p> <p>1/1/2011</p>		<p>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.)</p> <p>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>W.6.3a- Engage and orient the reader by establishing</p>

							<p>a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>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>W.6.3d-Use precise words and phrases, relevant descriptive details, and sensory language to convey</p>
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							experiences and events. W.6.4a- Produce text (print or nonprint) that explores a variety of cultures and perspectives.
A2. Informational Writing c. Research Report (Formal) B1. Writing Process e. Publish C1. Writing Traits a. Focus/Ideas b. Organization	A2c. Paraphrase 3rd party information in writing. A2c. Integrate three resources from various media with proper citation. B1e. Construct a proper bibliography. B1e. Create a digital presentation summarizing key information on the selected subject. C1a. Notes are relevant, clear and focused on topic. C1b. Utilize a structure that sequentially		A2, B1, C1. Final Copy 1/1/2011 A2. Draft 1/1/2011 A2, B1, C1. Graphic Organizer 1/1/2011				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.) 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. 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

		presents information in a logical manner.				sitting. W.6.7-Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 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. W.6.2a-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. W.6.2b-Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and
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						<p>examples.</p> <p>W.6.2c-Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e-Establish and maintain a formal style.</p> <p>W.6.2f-Provide a concluding statement or section that follows from the information or explanation presented.</p>
	<p>A4. Functional Writing</p> <p>a. Personal Written Communication (Informal)</p> <p>B1. Writing Process</p> <p>d. Edit</p> <p>C1. Writing Traits</p> <p>a. Focus/Ideas</p> <p>b. Organization</p> <p>c. Voice</p> <p>d. Sentence Fluency</p> <p>e. Word Choice</p>	<p>A4a. Compose different styles of written communication.</p> <p>A4a. Select and Maintain appropriate style for audience and purpose.</p> <p>A4a. Communicate with another person/class/organization via electronic media such as email or other means.</p> <p>B1d. Peer edit for spelling, capitalization and punctuation.</p> <p>C1a. Maintain a clear idea and/or theme throughout the written communication.</p> <p>C1c,d. Compose sentences that show the</p>			<p>A4, B1, C1. Draft 3/1/2011</p> <p>C1. Final Copy 3/1/2011</p>	<p>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.)</p> <p>W.6.5-With some guidance and</p>

		<p>personality of the writer in various types of sentences.</p> <p>C1b. Incorporate correct parts of the letter style (business, friendly, email, blog).</p> <p>C1e. Use precise nouns, strong verbs, and vivid adjectives to show vs. tell.</p>				<p>support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>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>W.6.1a- Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1b- Support claim(s) with clear reasons and relevant evidence,</p>
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							<p>using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1d- Establish and maintain a formal style.</p> <p>W.6.1e- Provide a concluding statement or section that follows from the argument presented.</p> <p>W.6.4a- Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>
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R9: READING STRATEGIES \* ~ will continue throughout the year

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Reflective Responses: Story Events, Prior	Connect story events in reading passages to various					6.R.1.12- Recognize how new information is related to

	Knowledge	perspectives (e.g., text-to-art) including text-to-text, text-to-self, text-to-world Respond to literature using supporting evidence from the text.					prior knowledge or experience
	Prediction: Outcomes	Combine story events with setting and prior knowledge to predict outcomes throughout text Record events as rising action building to climax and resolution using plot map					6.R.1.18- Make, confirm, or revise predictions, with assistance
	Fiction Genres: Genre Characteristics	Identify common characteristics of genres including realistic, historical, fantasy, sci-fi, poetry, mystery, myths, legends Read with appropriate pacing for each					6.R.2.1-Read, view, and interpret texts from a variety of genres 6.R.2.2- Define characteristics of different genres 6.R.2.3-Select literary texts on the basis

		genre based on personal experience with genre					of personal needs and interests and read silently for enjoyment for extended periods 6.R.2.4-Read aloud from a variety of genres (e.g., plays and poems) 6.R.2.4.a-use inflection and intonation appropriate to text read and audience 6.R.2.5-Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)
	Story Elements: Fiction Genres Identifiable Elements	Identify story elements of fictional genre: setting, plot (rising actions, climax, resolution) characters, theme Recognize characteristics of poems: lines, stanzas, repetition, rhythm,					6.R.2.6-Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres 6.R.2.10-Interpret characters, plot,

		rhyme. Recognize universal themes in reading selections.					setting, and theme, using evidence from the text, with assistance 6.R.2.11- Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance 6.R.2.14- Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance
	Points of View: Narrators	Recognize different narrators. Identify 1st person and 3rd person (specific & omniscient) narrator.					6.R.2.11- Identify the author's point of view, such as first-person narrator and omniscient

								narrator, with assistance
	<u>Non fiction text structures</u>  <u>time/sequence</u> <u>compare/contrast</u> <u>descriptive</u> <u>problem/solution</u> <u>cause/effect</u>							
PRODUCT: MEMOIR*								
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards	
	Memoir Characteristics: First Person, Slice of Life, Timeframe	Utilize first person pronouns (I, me, my, we...)  Identify and describe discrete event affecting life.  Properly order event's details.						
	Essay Format: Introduction, Body, Conclusion	Formulate Introduction: grabber/hook, topic sentence. Develop body paragraphs related to topic						

