



Course: English

Grade Level: Sixth

Unit: Foundations of Writing

Course/Subject: English

Grade: Sixth

Suggested Timeline: 6 Weeks

Grade Level Summary	Sixth grade English develops communication skills through writing, listening, and speaking. Consequently, over the course of the year, students will improve their writing, speaking, and listening abilities. Additionally, the sixth grade English class is designed to improve critical thinking and communication skills through writing a range of discipline-specific tasks for a variety of purposes and audiences.
Grade Level Units	Unit 1: Foundations of Writing Unit 2: Opinion Writing Unit 3: Narrative Writing Unit 4: Creative Writing Unit 5: Informational Writing with Research

Unit Title	Foundations of Writing
Unit Summary	This unit teaches students the foundational skills of effective writers which includes focus, content, organization, style, and conventions. Students will be able to utilize these concepts throughout the year while crafting a variety of writing pieces.

Unit Essential Questions: 1. How can writers effectively produce clear and coherent writing in which the development, organization, style, and conventions are appropriate to task, purpose and audience?	Key Understandings: 1. Students will be able to effectively apply focus, content, organization, style, and proper conventions to various modes of writing.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.6.Q	Write with an awareness of the stylistic aspects of writing: Vary sentence patterns for meaning, reader/listener interest, and style. <ul style="list-style-type: none"> • Vary Sentence patterns for meaning, reader/listener interest, and style • Choose words and phrases to convey ideas precisely • Choose punctuation for effect
CC.1.4.6.T	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach.
CC.1.4.6.B	Identify and introduce the topic for the intended audience.

Important Standards Addressed in the Unit:

CC.1.4.6.P	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
CC.1.5.6.D	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.

Misconceptions:

- Lack of focus
- Not using varied sentence beginnings

Proper Conceptions:

- Effective writing has a focused topic
- Effective writing uses varied sentence beginnings

Knowledge & Concepts

Skills & Competencies

Dispositions & Practices

- Students will understand that effective writing includes focus, content, organization, style, and conventions.

- Students will be able to write with a specific focus
- Students will be able to include essential and specific content relevant to the topic or focus
- Students will be able to organize their writing
- Students will be able to utilize style to enhance their writing
- Students will be able to use proper conventions

- Communication
- Collaboration
- Creativity

Academic Vocabulary:

- Audience (Purpose)
- Content

- Conventions
- Focus

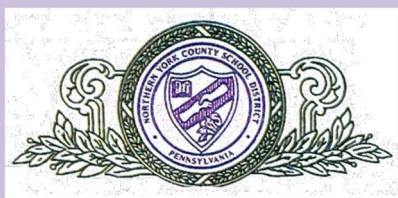
- Organization
- Style (Voice)

Evidence: Assessments and Performance Task(s)

- Students will be assessed on their ability to revise an initial writing prompt.

Interdisciplinary Connections:

Additional Resources:



Course: English
Grade Level: Sixth
Unit: Opinion Writing

Course/Subject: English

Grade: Sixth

Suggested Timeline: 5 Weeks

Grade Level Summary	Sixth grade English develops communication skills through writing, listening, and speaking. Consequently, over the course of the year, students will improve their writing, speaking, and listening abilities. Additionally, the sixth grade English class is designed to improve critical thinking and communication skills through writing a range of discipline-specific tasks for a variety of purposes and audiences.
Grade Level Units	Unit 1: Foundations of Writing Unit 2: Opinion Writing Unit 3: Narrative Writing Unit 4: Creative Writing Unit 5: Informational Writing with Research

Unit Title	Opinion Writing
Unit Summary	This unit teaches students the process of writing an opinion piece for an intended audience to create an organizational structure using relevant evidence to reinforcing claims in which ideas are logically grouped to support the writer's purpose .

Unit Essential Questions: 1. How can writers effectively produce an opinion writing to support their claim using clear and coherent writing in which the development, organization, style, and conventions are appropriate to task, purpose and audience?	Key Understandings: 1. Students will be able to effectively write an opinion writing to create an organized structure using relevant evidence to support their claims logically.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.6.H	Introduce and state an opinion on a topic. <ul style="list-style-type: none"> Use clear topic sentence
CC.1.4.6.I	Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic. <ul style="list-style-type: none"> Elaborate ideas with sufficient/relevant details
CC.1.4.6.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in pronoun number and person

Important Standards Addressed in the Unit:

CC.1.4.6.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
CC.1.4.6.K	Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice • Establish and maintain a formal style.
CC.1.4.6.G	Write arguments to support claims.
CC.1.5.6.B	Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.

Misconceptions:

- Confusing fact and opinion
- When fact and opinion should be used

Proper Conceptions:

- Effective writing differentiates between fact and opinion
 - Effective writing uses fact and opinion appropriately
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Students will understand that effective writing includes an opinion piece that supports their claim and uses clear and coherent writing.	<ul style="list-style-type: none">• Students will be able to write an opinion piece• Students will be able to include essential and specific facts relevant to the topic• Students will be able to organize their writing• Students will be able to elaborate ideas with sufficient/relevant details• Students will be able to recognize and correct inappropriate shifts in pronoun number and person	<ul style="list-style-type: none">• Communication• Collaboration• Critical Thinking• Contributing

Academic Vocabulary:

<ul style="list-style-type: none">• Audience• Argument• Claim	<ul style="list-style-type: none">• Explain• Fact• Opinion	<ul style="list-style-type: none">• Passage• Reason• Support
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Evidence: Assessments and Performance Task(s)

- Students will be assessed on their ability to compose an opinion writing piece.
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Interdisciplinary Connections:

Additional Resources:

Created By: Monica Cornett, Cathy Hartsock, and Jessica Mauchamer



Course: English
Grade Level: Sixth
Unit: Narrative Writing

Course/Subject: English

Grade: Sixth

Suggested Timeline: 4 Weeks

Grade Level Summary	Sixth grade English develops communication skills through writing, listening, and speaking. Consequently, over the course of the year, students will improve their writing, speaking, and listening abilities. Additionally, the sixth grade English class is designed to improve critical thinking and communication skills through writing a range of discipline-specific tasks for a variety of purposes and audiences.
Grade Level Units	Unit 1: Foundations of Writing Unit 2: Opinion Writing Unit 3: Narrative Writing Unit 4: Creative Writing Unit 5: Informational Writing with Research

Unit Title	Narrative Writing
Unit Summary	This unit teaches students the process of writing a narrative piece that include a clear sequence of events, development of story elements, precise language, and dialogue to convey real or imagined experiences or events over time.

Essential Questions: <ol style="list-style-type: none"> How can writers effectively develop a narrative of real or imagined experiences or events with effective dialogue, relevant description, sensory language, and inclusion of story elements to convey experiences and events? 	Key Understandings: <ol style="list-style-type: none"> Students will be able to effectively craft a narrative essay using precise language, action, dialogue, sensory imagery, and story structure.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.6.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> Use punctuation to set off nonrestrictive/parenthetical elements
CC.1.4.6.N	Engage and orient the reader by establishing a context and introducing a narrator and/or characters. <ul style="list-style-type: none"> Engaging context and setting

CC.1.4.6.O	Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <ul style="list-style-type: none"> academic vocabulary words used correctly
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Important Standards Addressed in the Unit:

CC.1.4.6.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.6.D	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension <ul style="list-style-type: none"> Correct use of transitions

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Paragraphing contains five sentences in each paragraph Narrative writing is written in casual language. 	<ul style="list-style-type: none"> Paragraphing in narrative writing differs than paragraphing in expository and informative writing. Narrative writing is written using proper grammar.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand that effective narrative writing includes sensory language, sequence of events, and story structure to convey an experience or event. 	<ul style="list-style-type: none"> Students will be able to write a narrative piece Students will be able to write using sensory language Students will be able to write using logical sequence of events Students will be able to write based on the elements of story structure to convey and experience an event 	<ul style="list-style-type: none"> Communication Collaboration Creativity

Academic Vocabulary:

<ul style="list-style-type: none"> Compose Describe Detail Determine 	<ul style="list-style-type: none"> Logical Point of View Predict Specific 	<ul style="list-style-type: none"> Style Support Theme Tone
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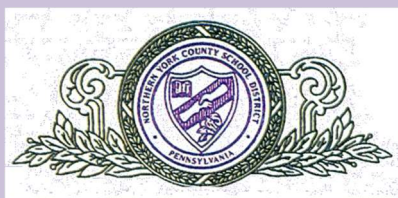
Evidence: Assessments and Performance Task(s)

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- Students will be assessed on their ability to compose a narrative writing piece.
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Interdisciplinary Connections:

Additional Resources:

Created By: Monica Cornett, Cathy Hartsock, and Jessica Mauchamer



Course: English
Grade Level: Sixth
Unit: Creative Writing

Course/Subject: English

Grade: Sixth

Suggested Timeline: 3 Weeks

Grade Level Summary	Sixth grade English develops communication skills through writing, listening, and speaking. Consequently, over the course of the year, students will improve their writing, speaking, and listening abilities. Additionally, the sixth grade English class is designed to improve critical thinking and communication skills through writing a range of discipline-specific tasks for a variety of purposes and audiences.
Grade Level Units	Unit 1: Foundations of Writing Unit 2: Opinion Writing Unit 3: Narrative Writing Unit 4: Creative Writing Unit 5: Informational Writing with Research

Unit Title	Creative Writing
Unit Summary	This unit teaches students the process of analyzing and producing different types of creative writing.

Unit Essential Questions: 1. How can students analyze and write with an awareness of the stylistic aspects of composition?	Key Understandings: 1. Students will be able to effectively analyze and write with an awareness of different stylistic aspects.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.5.6.A	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.4.6.S	Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary nonfiction.
CC.1.5.6.C	Interpret information presented in diverse media and formats(e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Important Standards Addressed in the Unit:

CC.1.4.6.E	Write with an awareness of the stylistic aspects of composition
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CC.1.5.6.G	Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> When analyzing, students only take the surface level of understanding. 	<ul style="list-style-type: none"> Students need to delve deeper in the text to make connections and discover author's intent.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Students will understand that effective writing includes sensory language, and deeper meaning to produce understanding of an author's meaning. 	<ul style="list-style-type: none"> Students will be able to write an creative piece using an effective style that is appropriate for the audience Students will be able to organize their writing Students will be able to utilize style to enhance their writing Students will be able to elaborate ideas with sufficient/relevant details 	<ul style="list-style-type: none"> Communication Collaboration Critical Thinking Contributing Creativity

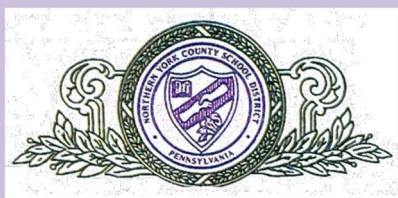
Academic Vocabulary:		
<ul style="list-style-type: none"> Compare Contrast Describe Detail 	<ul style="list-style-type: none"> Form Imagine Meter Patterns Phrase 	<ul style="list-style-type: none"> Rhyme Source Stanza Theme

Evidence: Assessments and Performance Task(s)
<ul style="list-style-type: none"> Students will be assessed on their ability to write and analyze a variety of compositions.

Interdisciplinary Connections:

Additional Resources:

Created By: Monica Cornett, Cathy Hartsock, and Jessica Mauchamer
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Course: English

Grade Level: Sixth

Unit: Informational Writing with Research

Course/Subject: English

Grade: Sixth

Suggested Timeline: 6 Weeks

Grade Level Summary	Sixth grade English develops communication skills through writing, listening, and speaking. Consequently, over the course of the year, students will improve their writing, speaking, and listening abilities. Additionally, the sixth grade English class is designed to improve critical thinking and communication skills through writing a range of discipline-specific tasks for a variety of purposes and audiences.
Grade Level Units	Unit 1: Foundations of Writing Unit 2: Opinion Writing Unit 3: Narrative Writing Unit 4: Informational Writing with Research Unit 5: Creative Writing

Unit Title	Informational Writing with Research
Unit Summary	This unit teaches students the process of writing with the purpose of researching and writing on a specific topic. Students will write a clear and focused informational text to convey a well-defined topic with appropriate details.

Unit Essential Questions: 1. How can writers effectively produce an informational writing to be able to explain, describe, inform, and compare/contrast their topic using clear and coherent writing in which they use appropriate organization, style, and conventions according to the task, purpose and audience?	Key Understandings: 1. Students will be able to effectively research using reliable sources and create an informational writing piece with an organized structure.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.6.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> Complete sentences with no run-ons or fragments
CC.1.4.6.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension <ul style="list-style-type: none"> Use of credible sources
CC.1.4.6.X	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 of discipline-specific tasks, purposes, and audiences.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.4.6.U	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 one sitting.
CC.1.4.6.V	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CC.1.5.6.E	Adapt speech to a variety of contexts and tasks.
CC.1.4.6.A	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.5.6.F	Include multimedia components and visual displays in presentations to clarify information.
CC.1.4.6.W	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic bibliographic information for sources.

Misconceptions:

- All information is reliable
- Students can use information they “know”

Proper Conceptions:

- Sources must be evaluated for reliability
- Information must be extracted from a text

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Students will understand that effective informational writing includes facts from credible sources, appropriate transitions, and an effective style of writing that is appropriate for the audience.	<ul style="list-style-type: none">• Students will be able to write an informational piece using an effective style that is appropriate for the audience• Students will be able to include essential and specific facts relevant to the topic• Students will be able to organize their writing• Students will be able to elaborate ideas with sufficient/relevant details• Students will be able to use credible sources to write an informational piece	<ul style="list-style-type: none">• Communication• Collaboration• Critical Thinking

Academic Vocabulary:

<ul style="list-style-type: none">• Appropriate• Audience• Claim• Compare	<ul style="list-style-type: none">• Contrast• Describe• Detail• Fact	<ul style="list-style-type: none">• Identify• Relevant• Source
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Evidence: Assessments and Performance Task(s)

- Students will be assessed on their ability to compose an informational writing piece.
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Interdisciplinary Connections:

Additional Resources:

Created By: Monica Cornett, Cathy Hartsock, and Jessica Mauchamer
