

Week	Marking Period 1	Week	Marking Period 3
1	Six Traits of Writing/Writing Process	21	Writing strategies for PARCC including timed prompts, open ended response, and introduction to Research Simulation Task
2	Writing Benchmark	22	Research Simulation Task (<i>continued</i>)
3	Writing Process/application of six traits to various genres/open ended response R.A.C.E.	23	Research Simulation Task (<i>continued</i>)
4	Begin Literary Analysis	24	Research Simulation Task (<i>continued</i>)
5	Literary Analysis (<i>continued</i>)	25	Research Simulation Task (<i>continued</i>)
6	Literary Analysis (<i>continued</i>)	26	Research Simulation Task (<i>continued</i>)
7	Literary Analysis (<i>continued</i>)	27	Research Simulation Task (<i>continued</i>)
8	Literary Analysis (<i>continued</i>)	28	Review Literary Analysis
9	Literary Analysis (<i>continued</i>)	29	Review Narrative Fiction and Content
10	Literary Analysis (<i>continued</i>)	30	Review Research Simulation Task
Week	Marking Period 2	Week	Marking Period 4
11	Begin Narrative Writing unit	31	Poetry/Creative Writing Unit
12	Narrative Writing Fiction	32	Poetry/Creative Writing (<i>Continued</i>)
13	Narrative Writing Fiction (<i>continued</i>)	33	Poetry/Creative Writing (<i>Continued</i>)
14	Narrative Writing Fiction (<i>continued</i>)	34	Poetry/Creative Writing (<i>Continued</i>)
15	Narrative Writing Fiction (<i>continued</i>)	35	Poetry/Creative Writing (<i>Continued</i>)
16	Narrative Writing Fiction (<i>continued</i>)	36	Narrative Elements of Poetry
17	Narrative Writing Fiction (<i>continued</i>)	37	Friendly Letter Unit
18	Narrative Writing Content	38	Narrative Elements
19	Narrative Writing Content (<i>continued</i>)	39	Dialogue
20	Narrative Writing Content (<i>continued</i>)	40	End of year writing assessment

***Spelling and Grammar are completed weekly**

***Schedule will vary according to individual teacher; this is for pacing purposes**

Course name Language Arts	Level 6	Time Frame September
Topic		
Writing Process (focus writing topic: Literary Analysis) and Grammar		
Essential Questions		
<ul style="list-style-type: none"> • Why do writers write? • How does sentence structure affect meaning? • What are the strategies that good writers use? • How is spoken language different from written language? • What do effective speakers sound like? • What techniques can an effective speaker employ? • What do persuasive writers do in order to convince their audience? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Good writers write about what they see, know, and love. • Writing conveys meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers use appropriate sentence structure and proper spelling. • Good speakers present clearly to an attentive audience. • Good writers persuade their audience through reasoning and emotion. 		
Alignment to Common Core and Career Standards ELA		
<p>W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.10 SL.6.1, SL.6.4, SL.6.6 L.6.1, L.6.2, L.6.3, L.6.6 T.8.1.2.A.4, T.8.1.8.A.5</p>		
Key Concepts and Skills		
<p><u>Writing:</u> Students will</p> <ul style="list-style-type: none"> • build fluency through journaling. • draft quick writes. • understand focus correction areas. • utilize persuasive language. • demonstrate the writing process. • name and identify the Six Traits of Writing. • write various types of prose that contain persuasive elements. • use correct spelling, capitalization and punctuation, including commas and colons, throughout writing. • review own writing and that of others to understand the reader’s perspective and to consider and incorporate ideas for revision. • use writing strategies to enhance descriptive language. • persuade their audience with logical reasoning and emotional arguments. <p><u>Grammar:</u> Students will</p> <ul style="list-style-type: none"> • write in a consistent verb tense. • write in complete sentences. • use end punctuation correctly. • use apostrophes in possessive words. 		

- format a page correctly.
- capitalize the first word in each sentence.
- Recognize nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, and articles in a sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

Writing:

- Explore the Six Traits of Writing.
- Compose a Literary Analysis writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, and articles in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.
 Students will use prior knowledge from social studies to enrich their writing.
 Science: Use examples, anecdotes, and quotes to prompt students in their writing task.
 Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name	Level	Time Frame
Language Arts	6	October
Topic		
Writing Process (focused writing topic: Literary Analysis) and Grammar		
Essential Questions		
<ul style="list-style-type: none"> • Why do writers write? • How does sentence structure affect meaning? • What are the strategies that good writers use? • How is spoken language different from written language? • What do effective speakers sound like? • What techniques can an effective speaker employ? • What do persuasive writers do in order to convince their audience? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Good writers write about what they see, know, and love. • Writing conveys meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers use appropriate sentence structure and proper spelling. • Good speakers present clearly to an attentive audience. • Good writers persuade their audience through reasoning and emotion. 		
Alignment to Common Core and Career Standards ELA		
W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.10 SL.6.1, SL.6.4, SL.6.6 L.6.1, L.6.2, L.6.3, L.6.6 T.8.1.2.A.4, T.8.1.8.A.5		
Key Concepts and Skills		
<p><u>Writing:</u> Students will</p> <ul style="list-style-type: none"> • build fluency through journaling. • draft quick writes. • understand focus correction areas. • utilize persuasive language. • demonstrate the writing process. • name and identify the Six Traits of Writing. • write various types of prose that contain persuasive elements. • use correct spelling, capitalization and punctuation, including commas and colons, throughout writing. • review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision. • use writing strategies to enhance descriptive language. <p><u>Grammar:</u> Students will</p> <ul style="list-style-type: none"> • write in a consistent verb tense. 		

- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- recognize nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, and subject in a sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

Writing:

- Explore the Six Traits of Writing.
- Compose a Literary analysis writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, and subject in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name	Level	Time Frame
Language Arts	6	November
Topic		
Writing Process (focus writing topics: Narrative [Fiction and Content]) and Grammar		
Essential Questions		
<ul style="list-style-type: none"> • Why do writers write? • How does sentence structure affect meaning? • What are the strategies that good writers use? • How is spoken language different from written language? • What do effective speakers sound like? • What techniques can an effective speaker employ? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Good writers write about what they see, know, and love. • Writing conveys meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers use appropriate sentence structure and proper spelling. • Good speakers present clearly to an attentive audience. 		
Alignment to Common Core and Career Standards ELA		
W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10 SL.6.1, SL.6.4, SL.6.6 L.6.1, L.6.2, L.6.3, L.6.6 T.8.1.2.A.4, T.8.1.8.A.5		
Key Concepts and Skills		
<p>Writing: Students will</p> <ul style="list-style-type: none"> • build fluency through journaling. • draft quick writes. • understand focus correction areas. • utilize figurative/descriptive (beautiful) language. • demonstrate the writing process. • name and identify the Six Traits of Writing. • write various types of prose, such as short stories, biography, autobiography, or memoirs that contain narrative elements. • use correct spelling, capitalization and punctuation, including commas and colons, throughout writing. 		

- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.

Grammar:

Students will

- write in a consistent verb tense.
- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- recognize different types of nouns and pronouns.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

Writing:

- Explore the Six Traits of Writing.
- Compose a descriptive/narrative writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Career and Life Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.
 Students will use prior knowledge from social studies to enrich their writing.
 Science: Use examples, anecdotes, and quotes to prompt students in their writing task.
 Students will use prior knowledge from science to enrich their writing.

Technology Integration

*Create a document with text using a word processing program.
 Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.*

Course name Language Arts	Level 6	Time Frame December
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Topic

Writing Process (focus writing topics: Narrative [Fiction and Content]) and Grammar

Essential Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.

Alignment to Common Core and Career Standards ELA

W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10
 SL.6.1, SL.6.4, SL.6.6
 L.6.1, L.6.2, L.6.3, L.6.6
 T.8.1.2.A.4, T.8.1.8.A.5

Key Concepts and Skills

Writing:

Students will

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.

- name and identify the Six Traits of Writing.
- write various types of prose, such as short stories, biography, autobiography, or memoirs that contain narrative elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.

Grammar:

Students will

- write in a consistent verb tense.
- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- recognize different types of nouns and pronouns.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities**Writing:**

- Explore the Six Traits of Writing.
- Compose a two narrative writing pieces (fiction and content)
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment

- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Career and Life Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name Language Arts	Level 6	Time Frame January/February
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Topic

Writing Process (focus writing topics: Research Simulation Task) and Grammar

Essential Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?
- How do transitions affect the flow of ideas in writing?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- Transition words provide logical sequence and refine organizational structure.

Alignment to Common Core and Career Standards ELA

W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10

SL.6.1, SL.6.4, SL.6.6

L.6.1, L.6.2, L.6.3, L.6.6

T.8.1.2.A.4, T.8.1.8.A.5

Key Concepts and Skills

Writing:

Students will

- build fluency through journaling.
- draft quick writes.

- understand focus correction areas.
- utilize figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- name and identify the Six Traits of Writing.
- write various types of prose that contain research elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.
- use transition words to enhance expository writing.

Grammar:

Students will

- write in a consistent verb tense.
- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- Recognize nouns/pronouns, prepositions, prepositional phrases, and infinitives in a sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities**Writing:**

- Explore the Six Traits of Writing.
- Compose an expository writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, and infinitives in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.

- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name Language Arts	Level 6	Time Frame March
Topic		
Writing Process (focused writing topic: Literary Analysis) and Grammar		
Essential Questions		
<ul style="list-style-type: none"> • Why do writers write? • How does sentence structure affect meaning? • What are the strategies that good writers use? • How is spoken language different from written language? • What do effective speakers sound like? • What techniques can an effective speaker employ? • How do writers communicate their ideas about quotes and poems? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Good writers write about what they see, know, and love. • Writing conveys meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers use appropriate sentence structure and proper spelling. • Good speakers present clearly to an attentive audience. • Good writers clearly communicate their ideas on the meaning of various quotes and poems. 		

Alignment to Common Core and Career Standards ELA

W.6.1, W.6.2, W.6.4, W.6.5, W.6.6, W.6.10

SL.6.1, SL.6.4, SL.6.6

L.6.1, L.6.2, L.6.3, L.6.6

T.8.1.2.A.4, T.8.1.8.A.5

Key Concepts and Skills**Writing:**

Students will

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize explanatory language.
- demonstrate the writing process.
- name and identify the Six Traits of Writing.
- write various types of prose that contain explanatory elements.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.

Grammar:

Students will

- write in a consistent verb tense.
- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- recognize nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, subject, and main verb in a sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities**Writing:**

- Explore the Six Traits of Writing.
- Compose a Literary Analysis writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.
-

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, subject, and main verb in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.
 Students will use prior knowledge from social studies to enrich their writing.
 Science: Use examples, anecdotes, and quotes to prompt students in their writing task.
 Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.
 Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name
Language Arts

Level
6

Time Frame
April

Topic

Writing Process (focused writing topic: Review Literary Analysis, Narrative Writing Tasks, and Research Analysis Task for PARCC) and Grammar

Essential Questions

- Why do writers write?
- How does sentence structure affect meaning?
- What are the strategies that good writers use?
- How is spoken language different from written language?
- What do effective speakers sound like?
- What techniques can an effective speaker employ?

- What are effective test-taking strategies?

Enduring Understandings

- Good writers write about what they see, know, and love.
- Writing conveys meaning.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Good writers use appropriate sentence structure and proper spelling.
- Good speakers present clearly to an attentive audience.
- Good test-takers carefully review all questions and answers.

Alignment to Common Core and Career Standards ELA

W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10

SL.6.1, SL.6.4, SL.6.6

L.6.1, L.6.2, L.6.3, L.6.6

T.8.1.2.A.4, T.8.1.8.A.5

Key Concepts and Skills

Writing:

Students will

- build fluency through journaling.
- draft quick writes.
- understand focus correction areas.
- utilize explanatory, persuasive, and figurative/descriptive (beautiful) language.
- demonstrate the writing process.
- name and identify the Six Traits of Writing.
- write various types of prose.
- use correct spelling, capitalization and punctuation, including commas and colons, throughout writing.
- review own writing and that of others to understand the reader's perspective and to consider and incorporate ideas for revision.
- use writing strategies to enhance descriptive language.

Grammar:

Students will

- write in a consistent verb tense.
- write in complete sentences.
- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.
- recognize nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, subject, verbs, and conjunctions in a sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

Writing:

- Explore the Six Traits of Writing.
- Compose a descriptive/narrative writing piece.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, subject, verbs, and conjunctions in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests
- Standardized Tests (PARCC)

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.

Course name Language Arts	Level 6	Time Frame May/June
Topic		
Writing Process (focused writing topic: friendly letter, creative writing, and poetry) and Grammar		
Essential Questions		
<ul style="list-style-type: none"> • Why do writers write? • How does sentence structure affect meaning? • What are the strategies that good writers use? • How is spoken language different from written language? • What do effective speakers sound like? • What techniques can an effective speaker employ? • What is the proper format for a friendly letter? • What are the different types of poems? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Good writers write about what they see, know, and love. • Writing conveys meaning. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Good writers use appropriate sentence structure and proper spelling. • Good speakers present clearly to an attentive audience. • Letter writers have a salutation, body, and closing to a friendly letter. • Poems are written in many different formats. 		
Alignment to Common Core and Career Standards ELA		
<p>W.6.1, W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.10 SL.6.1, SL.6.4, SL.6.6 L.6.1, L.6.2, L.6.3, L.6.6 T.8.1.2.A.4, T.8.1.8.A.5</p>		
Key Concepts and Skills		
<p><u>Writing:</u> Students will</p> <ul style="list-style-type: none"> • build fluency through journaling. • draft quick writes. • understand focus correction areas. • utilize figurative/descriptive (beautiful) language. • demonstrate the writing process. • name and identify the Six Traits of Writing. • write various types of prose, such as a friendly letter, that contain narrative elements. • write various types of poetry. • use correct spelling, capitalization and punctuation, including commas and colons, throughout writing. • review own writing and that of others to understand the reader’s perspective and to consider and incorporate ideas for revision. • use writing strategies to enhance descriptive language. <p><u>Grammar:</u> Students will</p> <ul style="list-style-type: none"> • write in a consistent verb tense. • write in complete sentences. 		

- use end punctuation correctly.
- use apostrophes in possessive words.
- format a page correctly.
- capitalize the first word in each sentence.

Speaking/Listening/ Viewing:

Students will

- speak in clear, concise, organized language that varies in context and form for different audiences and purposes.
- participate in class discussion appropriately.
- stay focused on a topic and ask relevant questions appropriately.

Learning Activities

Writing:

- Explore the Six Traits of Writing.
- Compose a descriptive/narrative writing piece in the form of a friendly letter to a 7th grade teacher.
- Apply the writing process.
- Recognize proofreading symbols.
- Use journal writing to develop seed ideas.
- Practice spelling activities.
- Compose several different types of poems.

Grammar:

- Practice daily editing.
- Complete grammar activities.
- Label the different types of nouns/pronouns, prepositions, prepositional phrases, infinitives, adjectives, articles, subject, verbs, adverbs, direct and indirect objects in a sentence through the use of Stevenson and Prentice Hall.

Speaking/Listening/Viewing:

- Share written work.
- Constructively critique/peer edit.
- Offer positive feedback.
- Practice roles and expectations for conferencing.

Assessments

- Informal Observations
- Graded activities
- Rubric assessment of writing task
- Authentic assessment
- Open-ended questions
- Editing tests

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Social Studies: Use examples, anecdotes, and quotes from past and current events to prompt

students in their writing task.

Students will use prior knowledge from social studies to enrich their writing.

Science: Use examples, anecdotes, and quotes to prompt students in their writing task.

Students will use prior knowledge from science to enrich their writing.

Technology Integration

Create a document with text using a word processing program.

Use ELMO, data projector, Internet, and Smart Board when available to enhance learning environment.