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6th Grade

August/September

Note: The Simple Solutions series for grammar will constantly revisit various writing, spelling, vocabulary concepts throughout the year, so while a focus of discussion will exist by portion of the school year, every day will have differently placed new concepts balanced with learned ones for review.

The first two months of 6th grade are focused on both assessing where students are in terms of reading comprehension and writing voice.

There are some reflective writing pieces used as assessment of the initial reading. However, most of the writing component in this time, and for the school year, will focus on honing summary as a skill.

Simple paragraph building (150 words as a guideline) will be used as the baseline for their assessments.

Prewriting skills, both in outlining from a main idea or

English/Writing:

- Review and continue to develop use of nouns (proper, common, collective)
- Review/develop use of Pronouns & Antecedents
- Review and develop use of verbs (demonstrative Interrogative, Indefinite)
- Review and develop use of modifiers (Adjectives Adverbs)
- Understands difference between simple and compound sentences (sentence length).
- Write effective personal expression pieces (things student likes/knows).
- Understand role of topic sentences/supporting sentences

Literature:

- Describe/Identify various facets of Fiction (short story and novel).
- Describe/Identify traits of characterization
- Describe/Identify traits of conflict
- Describe/Identify traits of protagonist/antagonist relationship
- Students will identify or explain the main idea of a passage.

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	<p>from graphic organizers will be utilized.</p> <p>Grammar (Parts of Speech) Writing Strategy Basic Literary Concepts</p> <p>WR-06-4.11.13 WR-06-4.10.4 WR-06-4.11.18 WR-06-1.2.1 RD-06-2.0.1 RD-06-2.0.3 RD-06-2.0.5</p>	
September/October	<p>Transactive Writing</p> <p>Reflective Writing</p> <p>WR-06-4.10.8 WR-06-4.10.9 WR-06-4.10.10 RD-06-2.0.7 RD-06-2.0.8 RD-06-3.0.1 WR-M-4.9.0</p>	<p>English/Writing:</p> <ul style="list-style-type: none"> ● Will develop paragraphs as proving main idea/thesis. ● Will employ strategies of Prewriting (Outlining) ● WR-M-4.9.0 ● Will write draft(s) for an intended audience ● Develops topic, elaborating ideas, exploring sentence variety and language use ● Will correct sentences that are out of chronological/ sequential order or insert new sentences in the correct chronological/sequential position. ● Will apply the most effective transitions. ● Will develop effective introductions and closures for writing. ● Will apply conjunctions, linking verbs, and compound/ complex sentence use ● Will develop understanding between formal/informal English <p>Literature:</p> <ul style="list-style-type: none"> ● Will identify and understand context clues ● Will identify and discuss author's purpose ● Will make predictions based on context. ● Will infer meanings based on point of view of reader and author.

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November/December	<p>With the basic rules of Literature reviewed, students will begin their first “creative writing” project. This will start from stating an original premise, to outlining characteristics of Literature into a story of student’s own creation/knowledge. It will be in first person/present tense narrative style.</p> <p>Students will also begin learning how to cite sources in research work for proper usage in classes other than English.</p> <p>Transactive Writing</p> <p>Reflective Writing</p> <p>WR-06-2.3.2 WR-06-1.2.2 WR-M-2.4.0 RD-06-5.0.1 RD-06-5.0</p>	<p>English/Writing:</p> <ul style="list-style-type: none"> ● Effectively employ paragraphs as individual points. ● Use effective transitions between ideas within context of essay writing. ● Show Subject/Verb Agreement in all verb tense possibilities. ● Will develop paragraphs as proving main idea/thesis. ● Will employ strategies of Prewriting (Outlining) ● Will write draft(s) for an intended audience ● Develops topic, elaborating ideas, exploring sentence variety and language use ● Will demonstrate difference between Independent and Dependent (subordinate clauses). <p>Literature:</p> <ul style="list-style-type: none"> ● Describe Literature in terms of its relevance to personal experience. ● Will identify the ways in which similar themes, ideas and concepts are developed in more than one literary work ● Students will identify and explain the use of literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language). ● Students will compare and contrast elements, views, ideas, or events presented in one or more passages
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January	<p>Students will revisit the new year with a brief review of previous concepts, most notably the year-long Literary/ Writing component concept of “rites of passage” that each individual student and character in their readings must go through.</p> <p>This will also be the stage of the year where a majority of sentences written in student work will be expected to be compound or complex sentences, using one of 3 formulas as dictated by the teacher (two independent clauses, independent clause followed by a dependent clause and vice versa).</p> <p>WR-07-2.3.2 WR-M-2.4.0 RD-06-4.0.1</p>	<p>English/Writing:</p> <ul style="list-style-type: none"> ● Employ effective punctuation use specifically: Colon, Semicolon). ● Will write sentences beginning with dependent/subordinate clause as the first clause of a compound sentence. ● Apply effective use of adjectives and adverbs ● Show mastery between simple and compound/complex sentences. ● Employ use of simple sentences stylistically (topic/closing sentences or following several complex sentence). ● Write persuasively on given topics. ● Write effective editorial from point of view on given relevant issue. ● Will develop paragraphs as proving main idea/thesis. ● Will employ strategies of Prewriting (Outlining) ● Will write draft(s) for an intended audience ● Develops topic, elaborating ideas, exploring sentence variety and language use <p>Literature:</p> <ul style="list-style-type: none"> ● Will identify sequence of narrative/deliberateness of author/ writer/editors. ● Will effectively identify foreshadowing to better prediction skills.
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<p>February/March</p>	<p>Students will have assignments exploring their understanding of cause/effect, fact/opinion as well as pieces that show contrast and comparison.</p> <p>WR-M-2.4.0</p>	<p>English/Writing:</p> <ul style="list-style-type: none"> ● Write relevant pieces showing both fact/opinion. ● Employ summaries in understanding excerpts or full pieces. ● Will develop paragraphs as proving main idea/thesis. ● Will employ strategies of Prewriting (Outlining) ● Will write draft(s) for an intended audience ● Develops topic, elaborating ideas, exploring sentence variety and language use <p>Literature:</p> <ul style="list-style-type: none"> ● Develop understanding of flashbacks. ● Apply understanding of development of plot.
<p>April/May</p>	<p>Students will, at this time, be able to understand the prewriting-to-writing process as a whole, and will be trusted to begin independent projects 3.5 essay) of their own based on a premise of their own choosing.</p> <p>WR-06-3.5.3 RD-06-5.0.8 RD-06-3.0.7</p> <p>Students will not only find the keys to an author/writer's opinion (intent) through context, but will also have the opportunity to show that they can assert effectively as opposed to summarizing only.</p>	<p>English/Writing:</p> <ul style="list-style-type: none"> ● Will develop paragraphs as proving main idea/thesis. ● Will employ strategies of Prewriting (Outlining) ● WR-M-4.9.0 ● Will write draft(s) for an intended audience ● Develops topic, elaborating ideas, exploring sentence variety and language use ● Will adhere to standard guidelines for usage and grammar. ● Will apply precise word choice. ● Will incorporate the specialized vocabulary of the discipline/ content appropriate to the purpose and audience. ● Will write/deliver effective speech specific to relevant audience. <p>Literature:</p> <ul style="list-style-type: none"> ● Will develop/understand of drama/theatres part in Literature. ● Will develop/understand Folk Tales as they apply to past as well as current culture. ● Students will identify an author's opinion about a subject.

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April/May		Will write/deliver effective speech
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