

Grade 6 Writing Common Core Pacing Guide

6th Grade Writing

Units of Study	Target Standard	"I Can" Statements	Vocabulary	Time Frame
Personal Narrative Writing	<p><i>CCSS.ELA-LITERACY.W.6.3</i> <i>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p>	<p>I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.</p>	<p>narrative details sequenced</p>	<p><i>Trimester 1</i></p>
	<p>CCSS.ELA-LITERACY.W.6.3.A</p> <p>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>I can provide an introduction in my stories that creates a background and presents a narrator and characters.</p> <p>I can organize my writing so that the sequence of events occurs naturally and logically.</p>	<p>introduction character organization sequence</p>	<p>Trimester 1</p>
	<p>CCSS.ELA-LITERACY.W.6.3.B</p> <p>Use narrative techniques, such as</p>	<p>I can use different techniques such as dialogue, pacing and</p>	<p>dialogue pacing sensory detail</p>	<p>Trimester 1</p>

	dialogue, pacing, and description, to develop experiences, events, and/or characters.	descriptive words to help develop the characters and plot of my stories.	plot	
	CCSS.ELA-LITERACY.W.6.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I can use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.	transitions phrases clauses	Trimester 1
	CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I can use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories	sensory details specific	Trimester 1
	CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.	I can write conclusions that make sense with the experiences and events I share in my stories.	conclusion closure imagery	Trimester 1
	CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are	I can produce clear writing with appropriate development, organization and style to suit my task,	audience purpose development organization style	Trimester 1, 2, 3

	appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	purpose and audience.		
	<p>CCSS.ELA-LITERACY.W.6.5</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.	revision peer feedback editiing	Trimester 1, 2, 3
	<p>CCSS.ELA-LITERACY.W.6.6</p> <p>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>I can use different forms of technology to create and publish my writing.</p> <p>I can use technology to interact and collaborate with others.</p> <p>I can show appropriate keyboarding skills to type at least three pages of my writing</p>	publish collaboration	Trimester 1, 2, 3

		in a single sitting.		
	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 of discipline-specific tasks, purposes, and audiences.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	stamina purpose audience	Trimester 1, 2, 3
	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I understand standard English in my speech and in my writing.	conventions	Trimester 1,2,3
	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences accurately. I can use commas, parentheses and dashes to set off specific elements in my writing. I can spell correctly.	conventions capitalization commas punctuation	Trimester 1,2,3
	L.6.3. Use knowledge of language	I can write, speak,		Trimester 1,2,3

	and its conventions when writing, speaking, reading, or listening.	read and listen by using my knowledge of the English language.		
Informational Essay	<i>CCSS.ELA-LITERACY.W.6.2</i> <i>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</i>	<i>I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.</i>		Trimester 2
	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.	I can use definitions, classifications, comparing & contrasting or cause & effect to help introduce a topic and organize ideas, concepts and information in my writing. I can present information more clearly in my writing by using formatting such as headings, visuals and multimedia.	classification compare contrast cause and effect formatting headings topic multimedia	Trimester 2

	<p>CCSS.ELA-LITERACY.W.6.2.B</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples.</p>	<p>topic quotations facts definitions</p>	<p>Trimester 2</p>
	<p>CCSS.ELA-LITERACY.W.6.2.C</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p>	<p>I can use appropriate transitions to present clear connections between my ideas and concepts.</p>	<p>transitions</p>	<p>Trimester 2</p>
	<p>CCSS.ELA-LITERACY.W.6.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>I can use precise wording and specific vocabulary to teach others about a topic.</p>	<p>specifice precise</p>	<p>Trimester 2</p>
	<p>CCSS.ELA-LITERACY.W.6.2.E</p> <p>Establish and maintain a formal style.</p>	<p>I can establish and maintain a formal style in presenting written information.</p>	<p>formal establish maintain</p>	<p>Trimester 2</p>
	<p>CCSS.ELA-LITERACY.W.6.2.F</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>I can write a conclusion that follows from the information and explanations I presented.</p>	<p>conclusion</p>	<p>Trimester 2</p>
	<p>CCSS.ELA-LITERACY.W.6.7</p> <p>Conduct short research projects to answer a question, drawing on</p>	<p>I can complete short research projects to answer a specific</p>	<p>research sources focus</p>	<p>Trimester 2,3</p>

	several sources and refocusing the inquiry when appropriate.	question by using several sources and by refocusing my research when needed.	inquiry	
	<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>I can determine if a source is credible when I gather new information from books or technology.</p> <p>I can quote or paraphrase from print and digital sources without plagiarizing.</p> <p>I can provide basic bibliography information to recognize the sources I use in my research.</p>	<p>credible paraphrase plagiarism bibliography</p>	Trimester 2,3
	<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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.</p>	<p>development organization style purpose audience</p>	Trimester 1,2,3

	<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	<p>I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.</p>	<p>revise edit constructive feedback</p>	<p>Trimester 1,2,3</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>I can use different forms of technology to create and publish my writing.</p> <p>I can use technology to interact and collaborate with others.</p> <p>I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.</p>	<p>publish collaboration</p>	<p>Trimester 1,2,3</p>
	<p>CCSS.ELA-LITERACY.W.6.10 Write routinely over extended time frames (time for research, reflection,</p>	<p>I can write with stamina for short time frames or over a longer period of time depending on my</p>	<p>stamina purpose audience</p>	<p>Trimester 1, 2, 3</p>

	and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	purpose, audience and topic.		
	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>I can use details from the text to determine the central idea of a piece of informational text.</p> <p>I can give a summary of a piece of informational text without adding my opinions or judgments.</p>	<p>central idea</p> <p>details</p> <p>summary</p> <p>opinion</p> <p>judgment</p>	Trimester ,2,3
	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in a piece of informational text.	<p>introduced</p> <p>illustrated</p> <p>developed</p>	Trimester 1 ,2,3
	RI.6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and understand literary nonfiction at my grade level and above (with help where needed).	<p>literary</p> <p>nonfiction</p>	Trimester 1 ,2,3

	<p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues.</p> <p>I can build on others' ideas and express my own ideas clearly.</p> <p>I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion.</p>	<p>participate respect collaborate</p>	<p>Trimester 1,2,3</p>
	<p>SL.6.2. 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.</p>	<p>I can think about information presented in different media or formats and explain how it contributes to a topic, text or issue.</p>	<p>media format topic text issue</p>	<p>Trimester 2,3</p>
	<p>SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when</p>	<p>I can change my way of speaking for a variety of situations</p>	<p>context informal formal</p>	<p>Trimester 2,3</p>

	indicated or appropriate.	and tasks and show that I can use formal English when necessary and appropriate.		
	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I understand standard English in my speech and in my writing.	conventions	Trimester 1,2,3
	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can show that I know how to write sentences accurately. I can use commas, parentheses and dashes to set off specific elements in my writing. I can spell correctly.	conventions capitalization commas punctuation	Trimester 1,2,3
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using my knowledge of the English language.	conventions	Trimester 1,2,3
	RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn	I can refer to the text to support my thoughts and draw	cite evidence explicit	Trimester 1,2,3

	from the text.	inferences about a story.	inferences	
	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>I can use details from the text to determine the theme or message of a story.</p> <p>I can give a summary of the story without adding my opinions or judgments.</p>	text theme summary	Trimester 1,2,3
	RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<p>I can describe how the plot of a story or drama unfolds in a sequence of events</p> <p>I can describe how the characters in a story or drama change as a story moves towards its conclusion.</p>	plot exposition rising action conflict falling action resolution	Trimester 1,2,3
	RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<p>I can figure out the deeper meanings of words and phrases as they are used in a story.</p> <p>I can think and talk about the effects that</p>	figurative language connotations tone mood	Trimester 1,2,3

		specific words have on the meaning or tone of a story.		
	RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I can read and understand stories, dramas and poems at my grade level and above (with help where needed).	comprehension	Trimester 1,2,3
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	I can write arguments and use clear reasons and relevant evidence to support my claims.	argument claim evidence	Trimester 2,3
	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.)	I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.	audience purpose development organization style	Trimester 1,2,3
	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and	revision peer feedback editiing	Trimester 1,2,3

	rewriting, or trying a new approach.	adults		
	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.6.6 I can use different forms of technology to create and publish my writing.	publish collaboration	Trimester ,2,3
	W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can gather evidence from fiction or informational text to support my investigation, thinking and research.	evidence	Trimester ,2,3
	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 of discipline-specific tasks, purposes, and audiences.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	stamina purpose audience	Trimester 1,2,3
	L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical	I can use commas, parentheses and dashes to set off specific elements in	comma parentheses	Trimester 2,3

	elements.*	my writing.		
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using my knowledge of the English language.		Trimester 1,2,3
Writing the Argument	<i>CCSS.ELA-LITERACY.W.6.1</i> Write arguments to support claims with clear reasons and relevant evidence.	<i>I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.</i>		Trimester 3
	CCSS.ELA-LITERACY.W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.	I can introduce my argument and organize the reasons and evidence clearly.	claims evidence organization	Trimester 3
	CCSS.ELA-LITERACY.W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	I can support my claims with clear reasons and relevant evidence. I can support my claims using appropriate sources and show that I understand the topic.	relevant evidence support claims sources	Trimester 3
	CCSS.ELA-LITERACY.W.6.1.C Use words, phrases, and clauses to	I can use wording that clearly explains the	relationships claim	Trimester 3

	clarify the relationships among claim(s) and reasons.	relationships between my claims and reasons.	reasons	
	CCSS.ELA-LITERACY.W.6.1.D Establish and maintain a formal style	I can establish and maintain a formal style in presenting my written arguments.	formal conventions	Trimester 3
	CCSS.ELA-LITERACY.W.6.1.E Provide a concluding statement or section that follows from the argument presented.	I can write a conclusion that follows from the arguments I presented.	conclusion	Trimester 3
	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.	I can use different forms of technology to create and publish my writing. I can use technology to interact and collaborate with others. I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.	publish collaboration	Trimester 1,2,3
	CCSS.ELA-LITERACY.W.6.7	I can complete short	research	Trimester 2,3

	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	research projects to answer a specific question by using several sources and by refocusing my research when needed.	sources focus inquiry	
	<p>CCSS.ELA-LITERACY.W.6.8</p> <p>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>I can determine if a source is credible when I gather new information from books or technology.</p> <p>I can quote or paraphrase from print and digital sources without plagiarizing.</p> <p>I can provide basic bibliography information to recognize the sources I use in my research.</p>	relevant sources credible paraphrase plagiarism bibliography	Trimester 3
	<p>CCSS.ELA-LITERACY.W.6.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>I can gather evidence from fiction or informational text to support my investigation, thinking and research.</p> <p>I can apply all that I</p>	research	Trimester 3

		have learned in 6th grade reading to writing informational texts		
	<p>CCSS.ELA-LITERACY.W.6.4</p> <p>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>	I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.	audience purpose development organization style	Trimester 1,2,3
	<p>CCSS.ELA-LITERACY.W.6.5</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.	revision peer feedback editiing	Trimester 1,2,3
	<p>CCSS.ELA-LITERACY.W.6.6</p> <p>Use technology, including the</p>	I can use different forms of technology to create and publish	publish collaboration	Trimester 1,2,3

	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	my writing. I can use technology to interact and collaborate with others. I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.		
	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 of discipline-specific tasks, purposes, and audiences.	I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic.	stamina purpose audience	Trimester 1, 2, 3
	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can refer to the text to support my thoughts and draw inferences about a piece of informational text.	citation inferences evidence	Trimester 2,3

	<p>RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>I can use details from the text to determine the central idea of a piece of informational text.</p> <p>I can give a summary of a piece of informational text without adding my opinions or judgments.</p>	<p>central idea summary opinion judgment</p>	<p>Trimester ,2,3</p>
	<p>RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in a piece of informational text.</p>	<p>developed introduced illustrated</p>	<p>Trimester 1,2,3</p>
	<p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.</p>	<p>figurative connotative</p>	<p>Trimester 1,2,3</p>
	<p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>I can figure out an author's point of view in a piece of informational text and explain how it is</p>	<p>point of view</p>	<p>Trimester 3</p>

		expressed in the text.		
	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I can better understand a topic or issue by thinking about how it has been presented in different media or formats.	topic multimedia	Trimester 2,3
	RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.	argument claim evidence	Trimester 3
	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues. I can build on others' ideas and express my own ideas clearly.	collaborate respect	Trimester 1,2,3
	SL.6.2. Interpret information presented in diverse media and	I can think about information	topic	Trimester 2,3

	formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	presented in different media or formats and explain how it contributes to a topic, text or issue		
	SL.6.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I can explain a speaker's arguments or claims and separate those that are supported by reasons and evidence from those that are not.	argument claim evidence support	Trimester 3
	SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.	tone formal informal	Trimester 1,2,3
	L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I can show that I understand standard English in my speech and in my writing. I can make sure that pronouns are used correctly in sentences (as subjects, as	conventions	Trimester 1,2,3

		<p>objects or as possessives).</p> <p>I can use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).</p> <p>I can recognize and correct when pronouns shift inappropriately in number and person.</p> <p>I can recognize and correct vague pronouns (those with unclear antecedents - the words they are referring to).</p> <p>I can identify and use strategies to improve what is trying to be expressed in conventional language.</p>		
	L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	I can show that I know how to write sentences accurately	conventions capitalization commas	Trimester 1,2,3

	spelling when writing.	I can use commas, parentheses and dashes to set off specific elements in my writing. I can spell correctly.	punctuation	
	L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	I can write, speak, read and listen by using my knowledge of the English language.		Trimester 1,2,3
	L.6.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can use context clues to figure out what words or phrases mean.	context clues	Trimester 2,3
	L.6.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.	context clues resources	Trimester 1,2,3
	L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and	I can learn and use new vocabulary appropriate for 6th grade.	academic vocabulary	Trimester 1,2,3

	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	I can show new knowledge of vocabulary when I think about how words or phrases that are important to meaning or expression.		
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Trimester 1 Assessments	Trimester 1 Resources
<p>Summative: On-Demand writing prompt (pre-unit) Personal Narrative piece (published)</p> <p>Formative: Writer's Notebook Entries Writing Conferences</p>	<p>Professional Resources:</p> <ol style="list-style-type: none"> 1. Calkins, Lucy. <i>Launch an Intermediate Writing Workshop: Getting Started with Units of Study for Teaching Writing, Grades 3-5</i>. FirstHand; Pap/Psc edition, October, 12, 2010. Print

	<ol style="list-style-type: none"> 2. Ralph Fletcher, <i>A Writer's Notebook: Unlocking the Writer Within You</i>, Harper Collins. 2003. 3. Carl Anderson, <i>Assessing Writers</i>, Heinemann, 2005.
	<p>Mentor Texts: Palacios, R.M. <i>Wonder</i></p>

Trimester 2 Assessments	Trimester 2 Resources
<p>Summative: On-Demand writing prompt (pre-unit) Informational Essay Literary Essay</p> <p>Formative: Writer's Notebook Entries Writing Conferences</p>	<p>Professional Resources</p> <ol style="list-style-type: none"> 1. Calkins, Lucy. <i>Literary Essays: Writing About Reading</i>. Portsmouth: FirstHandout, 2006. Print. 2. Johnston, Peter H. <i>Choice Words: How Our Language Affects Children's Learning</i>. Portland: Stenhouse, 2004. Print 3. Lattimer, Heather. <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12</i>. Portland: Stenhouse, 2003. Print 4. <i>A Curricular Plan for the Writing Workshop – Grade 6</i> by Lucy Calkins

5. DeCourcy, Delia. Informational/Explanatory Writing - Foundational Thinking and Standards. Print. (See attachment.)
6. Harvey, Stephanie. *Nonfiction Matters: Reading, Writing, and Research in Grades 3-8*. Portland: Stenhouse Publishers. 1998. Print.

Mentor Texts:

Calliope. Cricket Magazine. Carus Publishing Company. Web. 12 Sept 2013



<http://www.cricketmag.com/CAL-CALLIOPE-Magazine-for-Kids-ages-9-14>

Cobblestone. Cricket Magazine. Carus Publishing Company. Web. 12 Sept 2013



<http://www.cricketmag.com/COB-COBBLESTONE-Magazine-for-Kids-ages-9-14>

Discover Magazine. Kalmbach Publishing Company. Web. 12 Sept 2013.



<http://discovermagazine.com/>

Muse. Cricket Magazine. Carus Publishing Company. Web. 12 Sept 2013







<http://www.nationalgeographic.com/>

National Geographic Explorer for Kids. National Geographic Society. Web. 12 Sept 2013.



<http://magma.nationalgeographic.com/ngexplorer/>

	<p><i>Odyssey: Adventures in Science</i>. Cobblestone Publishing. Web. 12 Sept 2013.</p> <p> http://www.odysseymagazine.com/</p> <p><i>Smithsonian Magazine</i>. Smithsonian Institution. Web. 12 Sept 2013.</p> <p> http://www.smithsonianmag.com/</p> <p><i>Time for Kids</i>. Time Inc. Web. 12 Sept 2013.</p> <p> http://www.timeforkids.com/</p> <p><i>PBS Video</i>. Public Broadcasting Service. Web. 12 Sept 2013.</p> <p> http://video.pbs.org</p> <p><i>History.com</i>. A & E Television Networks. Web. 12 Sept 2013.</p>
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Trimester 3 Assessments	Trimester 3 Resources
<p>Summative: On-demand performance task (pre-unit) Argumentative Writing Public Service Announcement video</p> <p>Formative: Writing Journal Entries Writing Conferences</p>	<p>Professional Resources</p> <ol style="list-style-type: none"> Hayes Jacobs, Heidi. <i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening</i>. Larchmont Eye on Education. 2006 Print Lunsford, Andrea A., John J Ruskiewicz. <i>Everything's an Argument</i>. 5thEd. Bedford/ St Martin's. Print Wolpert-Gawron, Heather. <i>Internet Literacy Grades 6-8</i>. Westminster: Teacher Created Resources. 2010.

Print.

4. *Graff, Gerald and Cathy Birkenstein. They Say, I Say: The Moves That Matter in Academic Writing.* New York: W W Norton & Company. 2009. Print.
5. *Hillocks, Jr, George. Teaching Argument Writing, Grades 6-12: Supporting Claims with Relevant Evidence and Clear Reasoning.* Portsmouth, Heinemann. 2011. Print