

Curriculum Document

Subject: Language Arts

Grade: 6

Date: August 2012

Unit Title And Pacing	Essential Questions and Standards	Student Learning Objectives	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks
<p>Reader’s Workshop: The Launch 20 days</p>	<p>How does drawing on a repertoire of reading strategies help readers build a reading life?</p> <p>How does reading everyday build a reading life?</p> <p>How can I apply the skills I’ve learned during Reader’s Workshop in a way that helps me comprehend the themes, connections, and literary elements found in texts?</p> <p>What do good readers do when they experience confusion while reading independently?</p> <p>RL 6.1 RL 6.3 RL 6.4 RL 6.10 SL 6.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).</p> <p>Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).</p> <p>Describe how a particular story’s plot unfolds in a series of episodes in grade 6 text(s).</p> <p>Determine the meaning of words and phrases as they are used in text, including figurative and connotative meaning.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p> <p>-differentiated instruction</p> <p>-student choice</p> <p>-modified rubrics</p>	<ul style="list-style-type: none"> • Reader’s Workshop Rubric (Formative) • Reading Log (Formative) • Student Book Recommendations (Formative) • Independent Reading Assessment (Summative/ Benchmarks) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative)

	<p>SL 6.1c. SL 6.1d.</p>	<p>diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing them clearly.</p> <p>Posing and responding to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing.</p>			
<p>Investigating Characters Across a Series 33 days</p>	<p>How can I walk in the shoes of characters in such a way that I anticipate how the story will unfold, puzzle through the surprising parts, grow insightful theories and learn life lessons?</p>	<p>Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).</p> <p>Cite textual evidence to support analysis of</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p>	<ul style="list-style-type: none"> • Reader's Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records

	<p>How does investigating characters help improve my understanding of the text?</p> <p>RL 6.1 RL 6.2 RL 6.3 RL 6.5 RL 6.10 SL 6.1 SL 6.1c. SL 6.1d.</p>	<p>inferences drawn from grade 6 text(s).</p> <p>Determine the central idea of a text and explain how it is conveyed through details to provide a summary of a text distinct from personal opinions or judgments.</p> <p>Describe how a particular story's plot unfolds in a series of episodes in grade 6 text(s).</p> <p>Describe how characters respond or change as the plot moves toward a resolution in 6th grade text(s).</p> <p>Analyze how a particular sentence fits into a text's structure and contributes to theme development.</p> <p>Analyze how a particular chapter fits</p>	<ul style="list-style-type: none"> • Read Aloud • Modeling • Reader's Notebook 	<p>-differentiated instruction</p> <p>-student choice</p> <p>-modified rubrics</p> <p>-varied notebook entries requirements</p> <p>-taped books</p>	<p>(Formative)</p> <ul style="list-style-type: none"> • Exit Slips (Formative) • Student Evidence of Learning (Formative) • Read Aloud Quiz/Test (Summative) • Open ended Assessment (Summative) • Reader's Notebook (Summative)
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		<p>into a text's structure and contributes to theme development.</p> <p>Analyze how a particular chapter fits into a text's structure and contributes to setting development.</p> <p>Analyze how a particular sentence fits into a text's structure and contributes to setting development.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Posing and responding to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>Review the key ideas expressed and demonstrate understanding of</p>			
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		multiple perspective through reflection and paraphrasing.			
The Watsons Go to Birmingham – 1963 15 days	How does reading historical fiction help us develop our thematic understanding and potential social activists build on our ideas? RL 6.1 RL 6.2 RL 6.3 RL 6.5 RL 6.6 RL 6.10 SL 6.1 SL 6.1c. SL 6.1d.	Cite textual evidence to support analysis of what the text says and of inferences drawn explicitly in grade 6 text(s). Determine the central idea of a text and Describe how characters respond or change as the plot moves toward a resolution Explain how an author develops the point of view of the narrator or speaker in a text. Engage effectively in a range of collaborative discussions Posing and responding to specific questions with elaboration and detail	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling • Reader’s Notebook • Differentiated Instruction 	-additional conferences with teacher -individualized mini-lessons -assistance with appropriate text selection -small group instruction -partnerships -differentiated instruction -modified rubrics -varied notebook entries requirements -taped books	<ul style="list-style-type: none"> • Reader’s Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative) • Read Aloud Quiz/Test (Summative) • Open ended Assessment (Summative) • Reader’s Notebook (Summative)

		<p>Review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing.</p>			
<p>Author Study: Jacqueline Woodson 25 days</p>	<p>Why is it important to tap into some of the power of knowing, loving and studying an author's work?</p> <p>How does eagerly anticipating reading another work by an author and becoming enriched by the craft and life lessons this author provides bring excitement to your reading life?</p> <p>How does identifying an author who speaks to you and use this power to leverage yourself to become an expert and an insider on everything an author has written rev up your reading life?</p>	<p>Cite textual evidence to support analysis of and inferences drawn of what the text says explicitly in grade 6 text(s).</p> <p>Determine the central idea of a text</p> <p>Describe how characters respond or change as the plot moves toward a resolution</p> <p>Analyze how a particular chapter fits into a text's structure and contributes to theme development.</p> <p>Explain how an author develops the point of view of the narrator or</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling • Reader's Notebook • Differentiated Instruction 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p> <p>-differentiated instruction</p> <p>-modified rubrics</p> <p>-varied notebook entries requirements</p> <p>-taped books</p>	<ul style="list-style-type: none"> • Reader's Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative) • Read Aloud Quiz/Test (Summative) • Open ended Assessment (Summative) • Reader's Notebook (Summative) • Literary Essay

	<p>RL 6.1 RL 6.2 RL 6.3 RL 6.5 RL 6.6 RL 6.10 SL 6.1 SL 6.1c. SL 6.1d.</p>	<p>speaker in a text.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Posing and responding to specific questions with elaboration and detail</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing.</p>			<p>(Summative)</p> <ul style="list-style-type: none"> • Test of either novel or both novels <p>(Summative)</p>
<p>Literature Circles: Encouraging Curious Questions 20 days</p>	<p>How does posing questions and researching help improve understanding of a text?</p> <p>How do authentic, literacy peer discussions enhance comprehension and enjoyment of a text?</p> <p>RL 6.1 RL 6.2 RL 6.3 RL 6.4</p>	<p>Cite textual evidence to support analysis of what the text says explicitly in grade 6 text(s).</p> <p>Cite textual evidence to support analysis of inferences drawn from grade 6 text(s).</p> <p>Determine the central idea of a text</p> <p>Describe how</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling • Reader's Notebook • Differentiated Instruction • Collaborative Discussions • Utilize technology • Overview 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p> <p>-differentiated instruction</p> <p>-modified rubrics</p> <p>-varied notebook entries requirements</p> <p>-taped books</p>	<ul style="list-style-type: none"> • Reader's Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative)

	<p>RL 6.5 RL 6.10 SL 6.1 SL 6.1c. SL 6.1d.</p>	<p>characters respond or change as the plot moves toward a resolution in</p> <p>Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>Determine the meaning of words and phrases as they are used in text</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Posing and responding to specific questions with elaboration and detail</p> <p>When participating in collaborative discussions, review the key ideas expressed and demonstrate understanding of multiple perspective through reflection and paraphrasing.</p>			<ul style="list-style-type: none">• Read Aloud Quiz/Test (Summative)• Open ended Assessment (Summative)• Reader's Notebook (Summative)• Discussion Rubric (Summative)• Inquiry Circle Presentation/ Projects (Summative)
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<p>Exploring Informational text 20 days</p>	<p>How does what you know help you understand text?</p> <p>How does thinking about the author's purpose and message deepen understanding?</p> <p>How do text features and characteristics of informational text influence reader interpretation?</p> <p>How do readers recognize nonfiction text?</p> <p>How does utilizing text features help us to make sense of unfamiliar vocabulary – illustrations, photographs, and diagrams often accompany the text's effort to define and explain new words or concepts?</p> <p>RI .6.1 RI .6.2 RI .6.3 RI. 6.4 SL 6.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine the central idea of a text and how it is conveyed through particular details.</p> <p>Provide a summary of the text distinct from personal opinions or judgments.</p> <p>Analyze in detail how a key individual event, or idea is introduced, illustrated, and elaborated in text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>Engage effectively in a range of collaborative discussions</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling • Reader's Notebook • Differentiated Instruction 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p> <p>-differentiated instruction</p> <p>-modified rubrics</p> <p>-varied notebook entries requirements</p> <p>-taped books</p>	<ul style="list-style-type: none"> • Reader's Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative) • Read Aloud Quiz/Test (Summative) • Open ended Assessment (Summative) • Reader's Notebook (Summative) • Culminating Activities (Summative)
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		<p>Posing and responding to specific questions with elaboration and detail</p> <p>When participating in collaborative discussions, review the key ideas expressed.</p>			
<p>Narrative Nonfiction 15 days</p>	<p>How does story structure help us to determine the importance of large stretches of text?</p> <p>How can we use our narrative expertise while simultaneously drawing on their new expertise in accumulating and summarizing nonfiction information and ideas?</p> <p>RI .6.1 RI .6.2 RI .6.3 RI. 6.4 RI 6.5 SL 6.1 SL 6.1a. SL 6.1b. SL 6.1c. SL 6.1d</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine the central idea of a text and how it is conveyed through particular details.</p> <p>Provide a summary of the text distinct from personal opinions or judgments.</p> <p>Analyze in detail how a key individual event, or idea is introduced, illustrated, and elaborated in text.</p>	<ul style="list-style-type: none"> • Anchor charts • Classroom Library • Reading Logs • Reading Record • Student evidence of learning through Post it notes • Conferences • Read Aloud • Modeling • Reader's Notebook • Differentiated Instruction • Discussion Rubric • Overview 	<p>-additional conferences with teacher</p> <p>-individualized mini-lessons</p> <p>-assistance with appropriate text selection</p> <p>-small group instruction</p> <p>-partnerships</p> <p>-differentiated instruction</p> <p>-modified rubrics</p> <p>-varied notebook entry requirements</p> <p>-taped books</p>	<ul style="list-style-type: none"> • Reader's Workshop Rubric (Formative) • Reading Log (Formative) • Anecdotal records (Formative) • Exit Slips (Formative) • Student Evidence of Learning (Formative) • Read Aloud Quiz/Test (Summative) • Open ended Assessment (Summative) • Reader's Notebook

		<p>Determine the meaning of words and phrases</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Come to discussion prepared, having read or studied required material.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on preparation for a discussion by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>When taking part in collaborative discussions follow rules of collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>Posing and responding</p>			<p>(Summative)</p> <ul style="list-style-type: none"> • Culminating Activities (Summative)
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		<p>to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>When participating in collaborative discussions, review the key ideas expressed.</p>			
<p>Writer's Workshop: The Launch 19 days</p>	<p>Why is it important to build a community of writers?</p> <p>Why is it important to carry a collection of informal writing?</p> <p>How does daily writing make your writing life stronger or more powerful?</p> <p>W. 6.4 W. 6.5 W. 6.10 SL 6.1</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-sentence starters</p> <p>-modified rubric</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Quick Write Pre-Assessment (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

		<p>diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing them clearly.</p> <p>Write routinely over extended time frames</p>			
<p>Reading Like a Writer 18 days</p>	<p>How does experimenting with different craft techniques improve my writing?</p> <p>How can I be inspired by another author's life to see my own world as worth writing about?</p> <p>In what ways can I learn to read like a writer by studying closely what an author does to craft a story in order for me to include this author's craft in my writing?</p> <p>W. 6.3a W. 6.3d W. 6.4 W. 6.5</p>	<p>Develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.</p> <p>Develop real or imagined experiences or events using proper structure.</p> <p>Develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.</p> <p>Develop real or imagined experiences</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-sentence starters</p> <p>-modified rubric</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Reading Like a Writer published piece (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

	W. 6.10 SL. 6.1	<p>or events to engage and orient the reader by establishing a context.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Write routinely over extended time frames</p>			
Persuasive Writing Letters 28 days	How do strong supporting details convince your audience to agree with your point of view?	Write arguments to introduce and support claims with clear reasons and relevant evidence, using	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling 	<ul style="list-style-type: none"> -extended writing time -varied requirements -additional conferencing with teacher -exemplars 	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Published Persuasive

	<p>Why is it important to use persuasive writing as a platform to capture their unique voices, they can help someone to dream their dreams, to see new possibilities, and perhaps to even take a new stance?</p> <p>W. 6.1a.b W. 6.1c.d. W. 6.1e. W. 6.8 W. 6.4 W. 6.5 W.6.10 SL 6.1</p>	<p>credible sources and demonstrating an understanding of the topic or text.</p> <p>Gather relevant information from multiple print and digital sources and assess the credibility of each source.</p> <p>When writing arguments, support claims with clear reasons and relevant evidence</p> <p>When writing arguments, support claims with clear reasons and relevant evidence, providing a concluding statement or section that follows from the argument presented.</p> <p>When writing arguments, produce clear and coherent writing in which the development,</p>	<ul style="list-style-type: none"> • Student choice • Conferring with writer 	<p>-differentiated instruction -graphic organizers -sentence starters -modified rubric</p>	<p>Letter (Summative)</p> <ul style="list-style-type: none"> • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)
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		<p>organization, and style are appropriate to task, purpose and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative</p> <p>Write routinely over extended time frames</p>			
Poetry 13 days	<p>Why do writers write poetry?</p> <p>What are some ways writers get ideas to write poetry?</p> <p>How does figurative language create imagery and emotion in poetry?</p> <p>How does effective use of punctuation affect the way a poem is read and heard?</p>	<p>Develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.</p> <p>Develop real or imagined experiences or events using proper structure.</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer • Stations: Listening, Talking, Written response, and Drawing • Technology 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-modified rubric</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Published Poems (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

	<p>W. 6.3a W. 6.3d W. 6.4 W. 6.5 W. 6.10 SL. 6.1</p>	<p>Develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.</p> <p>Develop real or imagined experiences or events to engage and orient the reader by establishing a context.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative</p>			
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		<p>discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues building on others' ideas and expressing them clearly.</p> <p>Write routinely over extended time frames</p>			
<p>Nonfiction List Articles 14 days</p>	<p>How do writers decide the best way to narrow their list possibilities?</p> <p>What makes List Articles good nonfiction to read and write?</p> <p>What nonfiction features can be used to make a successful List Article?</p> <p>W. 6.2 W. 6.2a W. 6.2b W. 6.2c W. 6.2d W. 6.2e W. 6.2f W. 6.4</p>	<p>Write informative/explanatory text to examine a topic to convey ideas, through the selection of relevant content.</p> <p>Write informative/explanatory text to examine a topic and convey ideas through the organization of relevant content; introduce a topic; include formatting</p> <p>Organize ideas, using strategies such as definition, classification, comparison/contrast,</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer • Technology 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-modified rubric</p> <p>-sentence starters</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Published Nonfiction List Article (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

	<p>W. 6.5 W. 6.6 W. 6.10 SL. 6.1</p>	<p>and cause/effect.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>When writing informative/explanatory text, use precise language to information about or explain the topic.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Write informative/explanatory texts to examine a topic to convey ideas, through the analysis of relevant content; establish and</p>			
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		<p>maintain a formal style.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others.</p> <p>Write routinely over extended time frames</p>			
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<p>Revision 12 days</p>	<p>How does studying the process of revision invite writers to “re-see” the new possibilities of their past entries?</p> <p>Why is it important to envision and experiment with genre to help determine the purpose, audience, and focus?</p> <p>How does changing sentence structure affect the sound of writing?</p> <p>W. 6.3a W. 6.3d W. 6.4 W. 6.5 W. 6.10 SL. 6.1</p>	<p>Develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.</p> <p>Develop real or imagined experiences or events using proper structure.</p> <p>Develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and logically.</p> <p>Develop real or imagined experiences or events to engage and orient the reader by establishing a context.</p> <p>Produce clear and coherent writing in which the development, organization, and style</p>	<ul style="list-style-type: none"> • Anchor charts • Writer’s Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer 	<ul style="list-style-type: none"> -extended writing time -varied requirements -additional conferencing with teacher -exemplars -differentiated instruction -graphic organizers -modified rubric -sentence starters 	<ul style="list-style-type: none"> • Writer’s Notebook (Summative) • Published Revision Piece (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)
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		<p>are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Write routinely over extended time frames</p>			
<p>This I Believe 26 days</p>	<p>How does reading/listening to a <i>This I Believe</i> essay inspire your writing?</p> <p>How does relating life experiences in the form of a belief focus my writing?</p> <p>Why is it particularly important to publish my <i>This I Believe</i> writing?</p> <p>How does celebrating a <i>This I Believe</i> essay</p>	<p>Write informative/explanatory text to examine a topic to convey ideas, through the selection of relevant content.</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and example.</p> <p>Use appropriate</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer • Technology • Participating in Public Dialogue 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-modified rubric</p> <p>-sentence starters</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Published <i>This I Believe</i> essay (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

	<p>produce public dialogue?</p> <p>W. 6.2 W. 6.2b W. 6.2c W. 6.2d W. 6.2f W. 6.2e W. 6.4 W. 6.5 W. 6.10 SL 6.1</p>	<p>transitions to clarify the relationships among ideas and concepts.</p> <p>When writing informative/explanatory text, use precise language to information about or explain the topic.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Write informative/explanatory texts to examine a topic to convey ideas, through the analysis of relevant content; establish and maintain a formal style.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>With some guidance and support for peers</p>			
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		<p>and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative discussions</p> <p>Write routinely over extended time frames</p>			
<p>Fables 18 days</p>	<p>What can fables teach us about fiction writing?</p> <p>How do fables teach life lessons that are basic and timeless?</p> <p>How are characters more fully developed through dialogue?</p> <p>W. 6.3d W. 6.3a W. 6.3c W. 6.3e W. 6.4 W. 6.5 W. 6.10 SL. 6.1</p>	<p>Develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to convey experiences and events.</p> <p>Develop real or imagined experiences or events using proper structure.</p> <p>Develop real or imagined experiences or events by organizing an event sequence that unfolds naturally and</p>	<ul style="list-style-type: none"> • Anchor charts • Writer's Notebook • Mentor Texts • Inspiration Gallery • Modeling • Student choice • Conferring with writer 	<p>-extended writing time</p> <p>-varied requirements</p> <p>-additional conferencing with teacher</p> <p>-exemplars</p> <p>-differentiated instruction</p> <p>-graphic organizers</p> <p>-modified rubric</p> <p>-sentence starters</p>	<ul style="list-style-type: none"> • Writer's Notebook (Summative) • Published Fable (Summative) • Exit Slips (Formative) • Anecdotal records (Formative) • Evidence of student learning (Formative)

		<p>logically.</p> <p>Develop real or imagined experiences or events to engage and orient the reader by establishing a context.</p> <p>Write narratives to develop real or imagined experiences or events by introducing a narrator and/or characters.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.</p> <p>When writing narratives, provide a conclusion that follows from the narrated experiences or events.</p> <p>Produce clear and coherent writing in</p>			
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		<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Engage effectively in a range of collaborative</p> <p>Write routinely over extended time frames</p>			
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