

6TH GRADE LA SCOPE & SEQUENCE FOR WRITING AND GRAMMAR

WRITING

[6 TRAITS Writing format/language should be used to teach writing]

6.W.3.1

Write arguments (persuasive compositions) that-

- Introduce claims, using strategies such as textual analysis, comparison/contrast, and cause/effect.
- Use an organizational structure to group related ideas that support the argument
- Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Use appropriate transitions that enhance the progression of the text and clarify the relationships among claims and reasons.
- Provide a concluding statement or section that follows from the argument presented.
- Expectation: Write arguments against or for something (persuasive composition) → follow an organized structure → support the claims with evidence
- Examples: D.A.R.E. Essay or an essay arguing for or against a school decision

6.W.3.2

Write informative compositions in a variety of forms that-

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- Establish and maintain a style appropriate to purpose and audience.
- Provide a concluding statement or section that follows from the information of explanation presented.
- Expectation: Write informative compositions → follow an organized structure → develop ideas into a complete work with multimedia use
- Examples: Interactive Flip Book of information with text and pictures; Web page; or a Slide show presentation

6.W.3.3

Write narrative compositions in a variety of forms that-

- Engage and orient the reader with a developed exposition (e.g., describes the setting, establish the situation, introduce the narrator and/or characters).
- Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- Provide an ending that follows from the narrated experiences or events.
- Expectation: Write narrative compositions → follow an organized structure → work should be engaging (good lead) and reveal the plot (conflict→ climax→ resolution)
- Examples: Personal essay on a time you were [fill in an emotion...] or a personal essay about a favorite [vacation, experience, holiday, etc...]

6.W.4

Apply the writing process to -

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- Use technology to interact and collaborate with others to generate, produce, and publish writing.
- Revise and edit work - self and peer
- Write multiple drafts
- Use technology to publish final pieces

6.W.5

Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?).
- Gather relevant information from multiple sources, and annotate sources.
- Assess the credibility of each source.
- Quote or paraphrase the information and conclusions of other.
- Avoid plagiarism and provide basic bibliographic information for sources.
- Present information, choosing from a variety of formats.

- Examples: essay report; flip book of information with text and pictures; multimedia presentation; slide show presentation; documents cited/bibliography page

GRAMMAR:

6.W.6.1/6.W.6.1a

*Demonstrate command of English grammar and usage, focusing on **PRONOUNS**:*

- Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents/antecedent agreement).
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.1/6.W.6.1b

*Demonstrate command of English grammar and usage, focusing on **VERBS**:*

- Students are expected to build upon and continue applying concepts conveyed previously; therefore, continue to build upon previous learning and add in work with subject-verb agreement, tenses, suffixes, etc...
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.1/6.W.6.1c

*Demonstrate command of English grammar and usage, focusing on **ADJECTIVES** and **ADVERBS**:*

- Students are expected to build upon and continue applying concepts conveyed previously - understanding where to find adjectives and adverbs and how they affect order of sentences, types of adjectives, common adverb suffix, etc...
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.1/6.W.6.1d

*Demonstrate command of English grammar and usage, focusing on **PREPOSITIONS**:*

- Students are expected to build upon and continue applying concepts conveyed previously - what do prepositions do - their purpose in writing and location, along with recognizing their object; also some prepositions can be adverbs
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.1/6.W.6.1e

*Demonstrate command of English grammar and usage, focusing on **USAGE**:*

- Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
- Recognize different sentence structures, along with avoiding run-on sentences and fragments - moving towards complex sentence/compound-complex writing to show depth as a writer
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.2/6.W.6.2a

*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on **CAPITALIZATION**:*

- Students are expected to build upon and continue applying concepts conveyed previously and have **MASTERED** the following material: *first word of a sentence, proper nouns, pronoun I*
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.2/6.W.6.2b

*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on **PUNCTUATION**:*

- Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements and using semicolons to connect main clauses and colons to introduce a list or quotation.
- Students are expected to build upon and continue applying concepts conveyed previously and have **MASTERED** the following material: *end mark at end of each sentence, periods after abbreviations and titles, commas to separate lists, commas after greetings and closings in friendly letters, commas to separate time words (between day of week and month and day/between day and year), commas to separate location words (between city and state)*
- Examples: grammar-related activities using Shurley lessons or other material

6.W.6.2/6.W.6.2c

*Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on **SPELLING**:*

- Students are expected to build upon and continue applying concepts conveyed previously with review of suffixes, prefixes, Greek & Latin roots, homophones, general spelling rules, etc...
- Examples: grammar-related activities using Shurley lessons or other material

EXPECTATIONS FROM GRADE LEVELS BELOW:

- **mastery** of parts of speech - *nouns, verbs, adjectives, adverbs*
- **mastery** of basic capitalization rules - *first word of a sentence, proper nouns, pronoun I*
- **mastery** of basic punctuation rules - *end mark at end of each sentence; periods after abbreviations; commas to separate lists; commas after greetings and closings in friendly letters; commas to separate time words - day of the week and month and day, between day and year; commas to separate location words - between city and state*
- introduced, practiced, and working towards **mastery** of *using complete sentences to answer questions, prompts, etc...*
- introduced and practiced further capitalization rules
- introduced and practiced punctuation rules
- introduced and practiced parts of speech - prepositions, pronouns, conjunctions
- introduced and practiced simple and compound sentences
- introduced complex sentences
- introduced and practiced use of the writing process
- introduced and practiced narrative, informative, and persuasive writing