KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Language Arts 6
Last Updated March 2017 by Mary Paterno

Course Description: This language arts class is designed to increase communication skills through writing, speaking and listening, and the study of the English language. Writing styles include narrative, expository (informational), persuasive (argumentative), speech, and poetry. Writing topics will be linked to content in other courses and will be researched through both print and internet resources. We will utilize the writing process to develop, revise, evaluate, and improve written pieces. Classwork will focus on mastering the rules of grammar and the ability to express oneself orally.

Table of Contents

Unit #	***Title***	***# of Weeks***	***Month***
1	*Narrative Writing*	*ongoing*	
2	*Sentences*	*ongoing*	
3	*Nouns*	*1.5*	*Aug-Sept*
4	*Informational Writing*	*4*	*Sept-Oct*
5	*Verbs*	*ongoing*	
6	*Persuasive (Argumentative) Writing*	*4*	*Oct*
7	*Modifiers*	*3*	*Nov*
8	*Pronouns*	*2*	*Dec*
9	*Poetry Writing*	*3*	*Dec-Jan*
10	*Prepositions*	*4*	*Jan-Feb*
11	*Speech Writing*	*3*	*Feb-Mar*

Unit #/Title	1/Narrative Writing	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.M Write narratives to develop real or imagined experiences or events.
CC.1.4.6.N Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CC.1.4.6.P Organize an event sequence 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; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.X 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.

Big Ideas

- Purpose, topic and audience guide types of writing
- Writing is a recursive process that conveys ideas, thoughts and feelings
- Writing is a means of documenting thinking.
- Establishing short and long term goals is an important life skill.

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- Various types of writing are distinguished by their characteristics
- Focus, content, organization, style and conventions work together to impact writing quality
- Writing improves through the recursive process of revising and editing

Skills

- Write narrative pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays).
- Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus)
- Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content)
- Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus.
- Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization)
- Use the introduction to establish the purpose.
- Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style)

	• Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling,capitalization, punctuation, grammar and sentence formation) (conventions) • Use socially and academically appropriate writing conventions in a variety of formal and informal communication. • Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish) Revise writing by: • improving the organization• refining the central idea and supporting details• examining the level of detail, style, and tone and word choice

Unit #/Title	2/Grammar – Sentences	Time Frame	ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Assessment Anchor - E06.D.1: Conventions of Standard English
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- Good writers use CONVENTIONS: grammar, mechanics, spelling, usage, and sentence formation.
- A sentence is a group of words that expresses a complete thought, starts with a capital letter, and ends with appropriate punctuation.
- Four types of sentences are: declarative, interrogative, imperative, and exclamatory.
- Every sentence has a subject and a predicate.
- A subject tells whom or what a sentence is about.
- A predicate tells what the subject does, is, has, or feels and contains at least one verb.
- A compound sentence is made of two simple sentences joined by a comma and a connecting word.
- The words and, or, but are coordinating conjunctions which join sentence parts of equal importance.
- A complex sentence is made up of two simple sentences joined by a subordinating conjunction.
- Subordinating conjunctions make one part of the sentence less important than the other.
- A sentence fragment is a group of words without a subject or a predicate or both.
- A run-on sentence is two or more sentences that are joined together without proper punctuation.

Skills

- Identify subject and predicate.
- Identify independent and dependent clauses.
- Correct fragments and run-ons.
- Identify different sentence types: declarative, interrogative, imperative, and exclamatory.
- Write for variety by using simple sentences, compound sentences , complex sentences and compound-complex sentences.
- Use a semicolon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
- Complex sentences require commas only if the subordinating conjunction begins the sentence.
- Write using complete sentences without fragments and run-on sentences.
- Writing using correct punctuation and capitalization.

Unit #/Title	3/Nouns	Time Frame	1.5 weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

Assessment Anchor - E06.D.1: Conventions of Standard English

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.

CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing.

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- A common noun names **any** person, place, or thing.
- A proper noun names **a particular** person, place, or thing and always begins with a capital letter.
- Add –s or –es to most singular nouns to form the plural.
- Some nouns have the same singular and plural forms.
- Some nouns are spelled differently in the plural.
- A possessive noun shows ownership and has an apostrophe.
- There are three apostrophe rules that guide the creation of possessive nouns.
- Do not confuse plural nouns with possessive nouns

Skills

- Tell whether a noun names a person, place, thing, or idea.
- Identify common and proper nouns, and capitalize proper nouns correctly.
- Expand sentences using appositives (describing phrases that follow nouns).
- Write the plural forms of nouns correctly.
- Identify singular and plural possessive nouns and write them correctly.
- Combine sentences by using appositives with possessive nouns.
- Discriminate between singular and plural possessive nouns

Unit #/Title	4/Informational Writing	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.6.B Identify and introduce the topic for the intended audience.
CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.6.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.U 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.
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CC.1.4.6.W 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.
CC.1.4.6.X 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.

Big Ideas	Essential Questions
• Purpose, topic and audience guide types of writing. • Writing is a recursive process that conveys ideas, thoughts and feelings. • Writing is a means of documenting thinking. • Critical thinkers actively and skillfully interpret, evaluate, analyze, and synthesize information. • Effective research requires multiple sources of information to gain or expand knowledge	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives? • How do we use information gained through research to expand knowledge? • How can our knowledge and use of the research process promote lifelong learning? • What should we tell and what should we describe to make information clear? • What are the main characteristics of an informative essay? • How is informative writing similar or different from other genres of writing? • Who are the likely readers or audiences for this form of writing? • What kind of organization could be used for this form of writing? • What kind of voice would be most effective for this form of writing?

	• What is the best way to find important information about a topic? • What kinds of facts and evidence are most effective for support in research? • How do I use sources and text features to find reliable information? • How do I determine if my researched information is reliable and valid?
Content	**Skills**
• Research is an inquiry based process. • Informational sources have unique purposes. • Validity of information must be established.	• Locate and select appropriate resource materials to achieve a research goal. • Identify characteristics of primary and secondary source materials. • Make distinctions about the credibility and reliability of resources, including information gathered from web sites. • Summarize relevant information from source material to achieve a research goal. • Organize and present information drawn from research. • Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) • Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content) • Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus. • Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization) • Use the introduction to establish the purpose. • Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style) • Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions) • Use socially and academically appropriate writing conventions in a variety of formal and informal communication. • Apply the writing process to develop a piece of work. (i.e. pre-write, draft, revise, edit and publish)Revise writing by: • improving the organization• refining the central idea and supporting details• examining the level of detail, style, and tone and word choice

Unit #/Title	5/Verbs	Time Frame	Ongoing

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- Assessment Anchor - E06.D.1: Conventions of Standard English

CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- Verbs denote action or being and are integral to the formation of sentences.
- A verb is the main word in the predicate of a sentence and tells what the subject is or does.
- A verb phrase is made up of one or more helping verbs and the main verb.
- A transitive verb is an action verb that sends its action to a direct object (a noun or pronoun).
- An intransitive verb has no direct object.
- A linking verb links the subject to a predicate noun or a predicate adjective.
- The tense of a verb tells when the action or state of being takes place.
- All the tenses of a verb come from four basic forms called the principal parts of the verb.
- The four basic forms are: verb, present participle, past, and past participle.
- The perfect tenses are made up of a form of have and the past participle.
- Verbs can be regular or irregular.
- A subject and its verb must agree in number.
- A contraction is the shortened form of two words when dropped letters are replaced with an apostrophe.
- Some verbs are often misused.

Skills

- Identify and use verbs in sentences.
- Distinguish between main and helping verbs.
- Identify and use direct objects in sentences.
- Identify and use transitive and intransitive verbs and verb phrases in sentences.
- Identify and use being verbs and linking verbs in sentences.
- Identify and use predicate nouns and predicate adjectives.
- Identify and use verbs in the present, past, and future tenses.
- Identify and use the principal parts of verbs.
- Identify and use the perfect tenses of verbs.
- Identify regular and irregular verbs.
- Use verb forms that agree in number with their subjects.
- Identify contractions in sentences and the words that make them up.
- Use sit/set, lie/lay, and rise/raise correctly.

Unit #/Title	6/Persuasive (Argumentative) Writing	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.G Write arguments to support claims.
CC.1.4.6.H Introduce and state an opinion on a topic.
CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.
CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
CC.1.4.6.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.6.L Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.U 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.
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CC.1.4.6.W 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.
CC.1.4.6.X 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.

Big Ideas	Essential Questions
• Purpose, topic and audience guide types of writing. • Writing is a recursive process that conveys ideas, thoughts and feelings. • Writing is a means of documenting thinking.	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives? • How do the beliefs/behaviors of others affect our own beliefs/behaviors? • How do the media and other outside influences shape our values and beliefs • How do we make decisions for ourselves? • How do people use critical thinking to evaluate information in their daily lives? • What is my point of view? • What are the main characteristics of a persuasive essay? • How is it similar or different from other genres of writing? • Who are the likely readers or audiences for this form of writing? • What kind of organization could be used for this form of writing? • How will I know if I have convinced others that my opinion is valid?

Content	Skills
• Persuasive text attempts to influence the reader • Persuasive text is usually written in the opinion of the writer. • An effective persuasive essay has opinions supported by facts gathered from trusted resources	• Write informational pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices. • Write with a sharp, distinct focus, identifying topic, purpose and audience.(*focus*) • Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (*content*) • Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus. • Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (*organization*) • Use the introduction to establish the purpose. • Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (*style*) • Use grade appropriate conventions of written language when writing and editing. (*conventions*) • Use socially and academically appropriate writing conventions in a variety of formal and informal communication. • Apply the writing process to develop a piece of work. • Revise writing by: improving the organization, refining the central idea and supporting details, examining the level of detail, style, and tone and word choice

Unit #/Title	7/Modifiers	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Assessment Anchor - E06.D.1: Conventions of Standard English
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/ listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing.

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- An **adjective** describes, or modifies, a noun or a pronoun and tells what kind, which one, or how many.
- **A, an,** and **the** are special adjectives named **articles**.
- Demonstrative adjectives tell which one (this, these).
- Use the **comparative** form **(-er)** of an adjective to compare two people, places, things, or ideas.
- Use the **superlative** form **(-est)** to compare three or more.
- A proper adjective is formed from a proper noun and begins with a capital letter.
- An **adverb** modifies a verb, an adjective, or another adverb and can tell how? where? when? or to what extent?
- Add **–er** to form the **comparative** and **–est** to form the **superlative** of many adverbs.
- If the adverb ends in –ly, add more or less to form the comparative and most or least to form the superlative.
- A **negative** is a word that means no or not.
- Avoid using a double negative.

Skills

- Identify adjectives and the nouns or pronouns they modify.
- Recognize adjectives that answer what kind? which one? and how many?
- Identify and use articles and demonstrative adjectives.
- Identify and use the comparative and superlative forms of adjectives.
- Identify and form proper adjectives.
- Identify adverbs and the verbs, adjectives, or adverbs they modify.
- Elaborate sentences by adding adjectives and adverbs.
- Use comparative and superlative adverbs correctly.
- Use negatives correctly in sentences.
- Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style)
- Use grade appropriate conventions of written language when writing and editing (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation).

Unit #/Title	8/Pronouns	Time Frame	2 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. Assessment Anchor - E06.D.1: Conventions of Standard English
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- A **pronoun** is a word that takes the place of one or more nouns.
- The **antecedent** of a pronoun is the noun or nouns to which the pronoun refers.
- A pronoun must agree in number and gender with its antecedent.
- A subject pronoun is used as a subject or after a linking verb.
- An object pronoun is used as a direct object or the object of a preposition.
- A **possessive pronoun** replaces a possessive noun and is used to show ownership.
- Never use an apostrophe in a possessive pronoun.
- When *I* or *me* is used in a compound, mention yourself last.
- Use the pronoun *who* as a subject pronoun.
- Use the pronoun *whom* as a direct object or the object of a preposition.
- Use the pronoun *whose* to show ownership.
- *I, we, he, she,* and *they* are subject pronouns.
- *Me, us, him, her*, and *them* are object pronouns.
- *You* and *it* can be used as either subject or object pronouns.
- *Indefinite pronouns* (anybody, some, everyone) do not have definite antecedents.

Skills

- Identify pronouns and their antecedents.
- Use pronouns correctly in sentences.
- Avoid repetition by substituting pronouns for nouns and noun phrases.
- Distinguish between subject and object pronouns.
- Identify and use possessive pronouns correctly.
- Distinguish between possessive pronouns and contractions.
- Use *who, whom, and whose* correctly in sentences.
- Correctly use the pronouns *we* and *us* before nouns in sentences.
- Identify and use indefinite pronouns correctly.
- Use verbs that agree with singular and plural indefinite pronouns in sentences.

Unit #/Title	9/Poetry Writing	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
CC.1.2.6.G 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.
CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.6.K Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.6.G Compare and contrast the experiences of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.6.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.O Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas	Essential Questions
• Purpose, topic and audience guide types of writing. • Writing is a recursive process that conveys ideas, thoughts and feelings. • Writing is a means of documenting thinking.	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives?
Content	**Skills**

• Various types of writing are distinguished by their characteristics • Focus, content, organization, style and conventions work together to impact writing quality • Writing improves through the recursive process of revising and editing	• Write pieces, specific to a purpose and audience, which have clear organizational structures, contains dialogue, literary conflict, and literary elements and devices (e.g. short stories, poems, plays). • Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) • Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content) • QUOTE ACCURATELY from a text when explaining what the text says explicitly and when drawing inferences from the text. • DETERMINE A THEME OF A STORY, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • DETERMINE THE MEANING OF WORDS and phrases as they are used in a text, including figurative language such as metaphors and similes. • EXPLAIN HOW a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • DESCRIBE how a narrator's or speaker's point of view influences how events are described. • ANALYZE HOW visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • COMPARE AND CONTRAST stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Unit #/Title	10/Prepositions	Time Frame	4 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
Assessment Anchor - E06.D.1: Conventions of Standard English
CC.1.4.6.Q Write with an awareness of the stylistic aspects of writing. Vary sentence patterns for meaning, reader/listener interest, and style. Use precise language. Develop and maintain a consistent voice.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Big Ideas

- Writing is an ongoing process that conveys ideas, thoughts, and feelings.
- Writing is a means of documenting thinking.
- Various types of writing are distinguished by their characteristics.
- Purpose, topic, and audience guide types of writing.

Essential Questions

- To what extent does the writing process contribute to the quality of writing?
- How do we develop into effective writers?
- What role does writing play in our lives?

Content

- A **preposition** is a word that shows the relationship between a noun or a pronoun and another word in the sentence.
- A **prepositional phrase** includes the preposition, its object, and the modifiers of the object.
- A prepositional phrase can act as an adjective.
- **Adjective phrases** modify nouns or pronouns and answer what kind? how many? or which one?
- A prepositional phrase can act as an adverb.
- **Adverb phrases** modify verbs, adjectives, or other adverbs and answer how? where? or when?
- Most words that are used as prepositions can also be used as adverbs.

Skills

- Identify prepositions and prepositional phrases in sentences.
- Identify the objects of prepositions.
- Identify and use adjective phrases.
- Identify the nouns modified by adjective phrases.
- Identify and use adverb phrases.
- Identify the words modified by adverb phrases.
- Expand sentences by adding prepositional phrases.
- Combine sentences by adding prepositional phrases.
- Distinguish between prepositions and adverbs.
- Use the prepositions *in, into, and of* correctly.

Unit #/Title	11/Speech Writing	Time Frame	3 Weeks

Stage 1 - Identify Desired Results

Standards

CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.6.B Identify and introduce the topic for the intended audience.
CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.6.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to inform about or explain the topic. Use sentences of varying lengths and complexities. Develop and maintain a consistent voice. Establish and maintain a formal style.
CC.1.4.6.F Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.6.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CC.1.4.6.U 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.
CC.1.4.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
CC.1.4.6.W 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.
CC.1.4.6.X 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.
CC.1.5.6.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.6.B Delineate a speaker's argument and specific claims by identifying specific reasons and evidence and recognize arguments or claims not supported by factual evidence.
CC.1.5.6.C 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.
CC.1.5.6.D Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CC.1.5.6.E Adapt speech to a variety of contexts and tasks.
CC.1.5.6.F Include multimedia components and visual displays in presentations to clarify information.
CC.1.5.6.G Demonstrate command of the conventions of standard English when speaking based on Grade 6 level and content.

Big Ideas	Essential Questions
• Purpose, topic and audience guide types of writing. • Writing is a recursive process that conveys ideas, thoughts and feelings. • Writing is a means of documenting thinking. • Critical thinkers actively and skillfully interpret, evaluate, analyze, and synthesize information. • Effective research requires multiple sources of information to gain or expand knowledge.	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives? • How do we use information gained through research to expand knowledge? • How can our knowledge and use of the research process promote lifelong learning?

Content	Skills
• Public speaking is different from written because the audience is present. • Speakers must be able to communicate differently to different audiences. • Speakers hope to accomplish a purpose when they speak. • For most speaking there are two general purposes: to inform or to persuade. • There are three main parts to a speech: introduction, body, and conclusion. • There are six basic patterns for organizing a speech: • Topical, chronological, spatial, classification, problem-solution, and cause-effect.	• Write informational pieces, specific to a purpose and audience, which have clear organizational structures. • Select a topic and develop a research question. • Identify characteristics of primary and secondary source materials. • Locate and select appropriate resource materials to achieve a research goal. • Summarize relevant information from source material to achieve a research goal. • Make distinctions about the credibility and reliability of resources, including information gathered from web sites. • Organize and present information drawn from research. • Write with a sharp, distinct focus (e.g. sharp controlling point), identifying topic, purpose and audience (focus) • Develop topic-specific content that is explained and supported with details and examples appropriate to audience and mode using precise vocabulary. (content) • Write a series of paragraphs with topic sentences and supporting details that are relevant to the focus. • Organize and sustain writing in a logical order, including an introduction, body and conclusion with appropriate transitions within and between paragraphs. (organization) • Use the introduction to establish the purpose. • Write to create style, tone, and voice using a variety of sentence structures and descriptive word choices, and literary devices. (style) • Use grade appropriate conventions of written language when writing and editing. (i.e. correct spelling, capitalization, punctuation, grammar and sentence formation) (conventions) • Use socially and academically appropriate writing conventions in a variety of formal and informal communication. • Deliver effective oral presentations by establishing a clear and concise focus or thesis; by selecting and using appropriate structures, content and language to present ideas that support the thesis; by utilizing appropriate technology or media to reinforce the message; by employing effective delivery techniques: volume, pace eye contact, emphasis, gestures, enunciation; and by monitoring the response of the audience and adjusting delivery accordingly.