



# OSSD Scope & Sequence

Scope & Sequence (S&S) is an overview of the skills and content covered in your curriculum at each class/instructional level. It provides an overview of the length of time (scope) and the order (sequence) in which key content will be taught. **Fully developed [curriculum and unit plans](#) will require more detail than the S&S provides.** This template is intended to help develop a S&S for one class/instructional level. Teachers are encouraged to work in teams to create shared S&S.

**Grade Level(s): 6**

**Content Area and/or Course Title: Writing**

Unit Title	Time/Term	Focus Standards and Unit Outcomes
<p>Launching the Writing Workshop</p>	<p>3 weeks</p>	<p><a href="#">W.6.4.</a> - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">W.6.5.</a> - Students 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.</p> <p><a href="#">W.6.10.</a> - Students 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</p> <p><a href="#">SL.6.1.</a> - Students 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><a href="#">SL.6.4.</a> - Students 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.</p> <p><a href="#">SL.6.5.</a> - Students include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><a href="#">SL.6.6.</a> - Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">L.6.3a.</a> - Students vary sentence patterns for meaning, reader/ listener interest, and style.</p>
<p>Essays Honing in on Thoughts</p>	<p>4 weeks</p>	<p><a href="#">W.6.1.</a> - Students write arguments to support claims with clear reasons and relevant evidence.</p>

		<p>W.6.4. - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. - Students 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.</p> <p>W.6.6. - Students 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>W.6.7. - Students conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. - Students 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>W.6.10. - Students 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</p> <p>SL.6.1. - Students 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>SL.6.4. - Students 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.</p> <p>SL.6.6. - Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.6.3a. - Students vary sentence patterns for meaning, reader/ listener interest, and style.</p> <p>L.6.3b. - Students maintain consistency in style and tone.</p>
Building on Narratives	6 weeks	<p>W.6.3. - Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>W.6.4. - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. - Students 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.</p> <p>W.6.6. - Students 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>

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Nonfiction Compare/Contrast	4 weeks	<p>W.6.2. - Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.4. - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.6. - Students 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>W.6.7. - Students conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W.6.8. - Students 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>W.6.9. - Students draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L.6.2a. - Students use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</p> <p>L.6.6. - Students 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.</p>
And Your Argument Is?	8 weeks	<p>W.6.1. - Students write arguments to support claims with clear reasons and relevant evidence.</p>

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Blended Genres	8 weeks	<p>W.6.2. - Students write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.6.3. - Students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p> <p>W.6.4. - Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5. - Students 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.</p> <p>W.6.6. - Students 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>W.6.8. - Students 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>W.6.10. - Students 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.</p> <p>SL.6.1. - Students engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
Wrap Up	2 weeks	<p>W.6.1. - Students write arguments to support claims with clear reasons and relevant evidence.</p>

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