

Course Title

6th Grade Curriculum



INNOVATIVE ARTS ACADEMY

Course Overview

Developing the skills to communicate effectively for different purposes and audiences, mastering the writing process, and supporting ideas with evidence and clear organization. This throughline connects all units by emphasizing writing as a process of clear communication built on foundational skills and supported by evidence, leading to the ability to express oneself creatively and share that expression with others.

Unit Title

Unit One: Foundations of Effective Communication

Time Frame

6 weeks

Unit Title

Unit Two: Informing and Explaining

Time Frame

6 weeks

Unit Title

Unit Three: Taking A Stand

Time Frame

6 weeks

Unit Title

Unit Four: Using Evidence from Texts

Time Frame

6 weeks



Focus of the Unit

This unit teaches you the essential building blocks of writing, like using correct grammar and mechanics, so your sentences and ideas are clear

You will also learn and practice the writing process to plan, draft, revise, and edit your work

Focus of the Unit

You will learn to write informative texts to teach others about a topic, focusing on organizing ideas clearly and using relevant facts and evidence to support your points.

This includes using precise language and presenting information in a formal style.

Focus of the Unit

This unit focuses on how to write clear arguments to share your opinion, using logical reasons and credible evidence from sources to support your claims

You will practice organizing your ideas persuasively and presenting your viewpoint respectfully in writing and speaking.

Focus of the Unit

You will learn how to conduct research to find information and support your ideas with credible evidence from multiple sources, making sure to cite them correctly

This unit also focuses on Text-Dependent Analysis, which involves using textual evidence to analyze and write about what you read.

Board Approved 8/2025

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INNOVATIVE ARTS ACADEMY

Course Overview

Developing the skills to communicate effectively for different purposes and audiences, mastering the writing process, and supporting ideas with evidence and clear organization. This throughline connects all units by emphasizing writing as a process of clear communication built on foundational skills and supported by evidence, leading to the ability to express oneself creatively and share that expression with others.

Unit Title

Unit Five: Crafting Stories

Time Frame

6 weeks

Unit Title

Unit Six: Creative Expression, Synthesis & Sharing

Time Frame

6 weeks

Unit Title

Time Frame

Unit Title

Time Frame



Focus of the Unit

You will learn to write engaging stories about real or imagined events, focusing on hooking your reader, organizing the plot logically, and using vivid details and dialogue to bring your experiences and characters to life

This includes practicing important grammar and conventions for clear storytelling

Focus of the Unit

You will use all the writing skills you've learned this year to express yourself creatively in different ways, possibly drawing on topics and ideas from earlier units.

You will also learn how to publish your writing online and interact respectfully with others in digital spaces.

Focus of the Unit

Focus of the Unit

Unit Title	Unit One: Foundations of Writing
Time Frame	6 Weeks



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	Essential Question(s)
	<p>Why are structure and mechanics important to writing?</p> <p>What is the writing process and why should I use it?</p>

	Focus of the Unit
	<p>This unit teaches you the essential building blocks of writing, like using correct grammar and mechanics, so your sentences and ideas are clear</p> <p>You will also learn and practice the writing process to plan, draft, revise, and edit your work</p>

Standards	<p>CC.1.4.6.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.6.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (Note: This standard is essentially identical to CC.1.4.6.F and CC.1.4.6.R in the source, listed together in the units. It focuses on conventions.)</p> <p>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.</p>
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Learning Targets
I can understand and use the writing process (like planning, revising, and editing) to make my writing better

Learning Targets
I can write complete sentences and fix sentence problems like run-ons and fragments.

Learning Targets
I can use correct grammar, capitalization, punctuation, and spelling in my writing.

Learning Targets
I can write different kinds of sentences to make my writing more interesting.



Resources	HMH, graphic organizers, IXL
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Unit Title	Unit Two: Informing and Explaining
Time Frame	6 Weeks



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	Essential Question(s)
	What should we tell and what should we describe to make information clear?

	Focus of the Unit
	<p>You will learn to write informative texts to teach others about a topic, focusing on organizing ideas clearly and using relevant facts and evidence to support your points.</p> <p>This includes using precise language and presenting information in a formal style.</p>

Standards	<p>CC.1.4.6.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <ul style="list-style-type: none"> ◦ <p>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.</p> <ul style="list-style-type: none"> ◦ <p>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.</p>
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Learning Targets
I can write texts that inform and explain to teach others about a topic.

Learning Targets
I can use facts, details, and examples to explain my topic.

Learning Targets
I can organize my ideas clearly using transitions and write a strong conclusion.

Learning Targets
I can use precise language and write in a formal style that fits the topic and audience.



Resources	HMH, graphic organizers, IXL
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Unit Title	Unit Three: Taking A Stand
Time Frame	6 Weeks



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	Essential Question(s)
	How do we respectfully share our point of view with others?

	Focus of the Unit
	<p>This unit focuses on how to write clear arguments to share your opinion, using logical reasons and credible evidence from sources to support your claims</p> <p>You will practice organizing your ideas persuasively and presenting your viewpoint respectfully in writing and speaking.</p>

Standards	<p>CC.1.4.6.G Write arguments to support claims.</p> <ul style="list-style-type: none"> 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.
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Learning Targets
I can write arguments to support my opinions.

Learning Targets
I can use clear reasons and relevant evidence from trusted sources to support my opinion.

Learning Targets
I can organize my argument clearly using transitions words to connect my ideas and write a concluding statement.

Learning Targets
I can use a formal style when sharing my point of view.



Resources	HMH, graphic organizers, IXL
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Unit Title	Unit Four: Using Evidence from Texts
Time Frame	6 Weeks



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	Essential Question(s)
	How do we, as researchers, teach our audience new information?

	Focus of the Unit
	<p>You will learn how to conduct research to find information and support your ideas with credible evidence from multiple sources, making sure to cite them correctly</p> <p>This unit also focuses on Text-Dependent Analysis, which involves using textual evidence to analyze and write about what you read.</p>

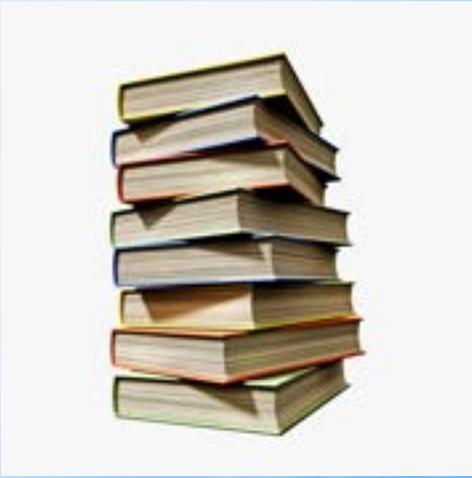
Standards	<p>CC.14.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.14.6.V Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>CC.14.6.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.</p>
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Learning Targets
I can do research to answer a question.

Learning Targets
I can find information from different sources and decide if they are trustworthy.

Learning Targets
I can use information from sources (like quoting or paraphrasing) in my writing <u>without copying</u> , and I can list my sources.

Learning Targets
I can use the information I find to support my ideas and teach my audience.



Resources	HMH, graphic organizers, IXL
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Unit Title	Unit Five: Crafting Stories
Time Frame	6 Weeks



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Essential Question(s)

How can I communicate the importance of my experience?

What should we put in or leave out of our writing to be accurate?



Focus of the Unit

You will learn to write engaging stories about real or imagined events, focusing on hooking your reader, organizing the plot logically, and using vivid details and dialogue to bring your experiences and characters to life

This includes practicing important grammar and conventions for clear storytelling

Standards	<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p>
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Learning Targets

I can write stories about things that happened or things I imagine.

Learning Targets

I can start my story in a way that hooks the reader and introduces the setting and characters.

Learning Targets

I can organize the events in my story in a logical order using transition words and write a concluding ending.

Learning Targets

I can use tools like dialouge, description, and sensory details to make my story come alive.



Resources	HMH, graphic organizers, IXL
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Unit Title	Unit Six: Creative Expression, Synthesis & Sharing
Time Frame	6 Weeks



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	Essential Question(s)
	How can I express myself creatively through writing?

	Focus of the Unit
	<p>You will use all the writing skills you've learned this year to express yourself creatively in different ways, possibly drawing on topics and ideas from earlier units.</p> <p>You will also learn how to publish your writing online and interact respectfully with others in digital spaces.</p>

Standards	<p>CC.1.4.6.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p>
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Learning Targets
I can use the writing skills learned all year to create different kinds of writing.

Learning Targets
I can explore how topics and ideas learned in other units or classes can inspire my creative writing.

Learning Targets
I can keep practicing using correct grammar and spelling in all your writing.

Learning Targets
I can use the computers and the internet to write and share your work with others.



Resources	HMH, graphic organizers, IXL
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