



Diocese of Greensburg Curriculum
Writing Grade 6

Unit	Standards	Content	Skills
<p>Writing Process</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.5. 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>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Steps of the Writing Process (brainstorming/prewriting, drafting ,editing, revising, publishing) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply the steps of the writing process while working on a sample writing piece <ul style="list-style-type: none"> ○ brainstorm/prewrite (determine purpose and goals, organize thoughts and ideas) ○ draft (compose a composition) ○ edit for grammar and conventions ○ revise (correct errors or problems) ○ publish (share final copy) • Apply appropriate conventions of grammar in writing • Apply the writing process to different types of writing • Create a written response to a given prompt

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	<p>W.6.6. 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>Range of Writing 10. 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 tasks, purposes, and audiences.</p> <p>W.6.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Expository (Explanatory/Informational)</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> • Informative/explanatory writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create and write informative/explanatory texts to examine a topic and convey idea • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion

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	<p>W.6.2. 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.6.2a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W.6.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.2e. Establish and maintain a formal style.</p> <p>W.6.2f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Writing process 	<ul style="list-style-type: none"> • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Continue to work on using consistent tense • Compare and contrast • Explain the effects of a given cause • Write the cause of given effects • Use data to enhance their writing • Use precise vocabulary • Respond via text to text • Respond via text to self • Respond via text to world

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	<p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.5. 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>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.6. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>		

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	<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.6.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Poetry</p>	<p>CCSS: English Language Arts 6-12</p> <p>CCSS: Grade 6</p> <p>Writing</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>5. Develop and strengthen writing as needed by planning, revising,</p>	<p>Forms of poetry</p> <ul style="list-style-type: none"> • Narrative • Haiku • Cinquain • Quatrain • Limericks • Couplets • Acrostic • Shape • Repetition <ul style="list-style-type: none"> • Rhyme scheme • Stanza • Imagery • Tone • Context clues • Simile • Metaphor • Personification • Alliteration • Assonance • Hyperbole 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use strategies to go beyond the text. • Identify the characteristics of poetic genres. • Understand poetic organizational patterns. • Recognize the elements and forms that influence meaning in poetry. • Understand that poetry relies on the sound of spoken language to communicate meaning. • Recognize that poetry uses a range of figurative language and imagery to communicate ideas.

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	<p>editing, rewriting, or trying a new approach.</p> <p>W.6.5. 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>Range of Writing 10. 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 tasks, purposes, and audiences.</p> <p>W.6.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Irony • Symbol • Onomatopoeia 	
<p>Research</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are</p>	<ul style="list-style-type: none"> • Research writing • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion

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	<p>appropriate to task, purpose, and audience.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.5. 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>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.6. 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>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.6.7. Conduct short research projects to answer a question,</p>	<ul style="list-style-type: none"> • Writing process • Citations • Paraphrasing 	<ul style="list-style-type: none"> • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Begin to use consistent tense • Compare and contrast ideas • Explain the effects of a given cause • Write the cause of given effects • Use data to enhance their writing • Use precise vocabulary • Use text reference • Create a works cited page in MLA or APA format (with teacher assistance) • Write a clear conclusion that reemphasizes the topic • Create and label note cards with one fact per card (with teacher assistance) • Develop an outline with topics developed on note cards (with teacher assistance) • Write topic sentences from Roman Numerals of the outline, and use information from each Roman Numeral to support topic sentence • Parenthetically site sources in the body of a paper (with teacher assistance)

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	<p>drawing on several sources and refocusing the inquiry when appropriate.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.6.8. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>W.6.10. 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>		

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<p>Narrative</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6 Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.6.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.6.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.6.3d. Use precise words and phrases, relevant descriptive</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Writing genre/theme • Writing process <p>Making a point</p> <ul style="list-style-type: none"> • theme • emotional appeals <p>Developing character</p> <ul style="list-style-type: none"> • protagonist • antagonist • dialogue • levels of characterization • methods of characterization <p>Developing plot and conflict</p> <ul style="list-style-type: none"> • plot structure • setting • mood • exposition • inciting incident • rising action • climax 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Create and write a narrative • Keep information and ideas relevant to topic • Write five or more paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion • Write to get the attention of the audience • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent tense • Use a mixture of dialogue and narration • Experiment with different types of narratives

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	<p>details, and sensory language to convey experiences and events.</p> <p>W.6.3e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.5. 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>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>	<ul style="list-style-type: none"> • falling action • resolution • point of view (narrator vs. author) • forms of conflict • central conflict • event sequencing through transitions • foreshadowing • flashback <p>Use of language</p> <ul style="list-style-type: none"> • imagery • description • figurative language • pacing 	

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	<p>skills to type a minimum of three pages in a single sitting.</p> <p>Range of Writing 10. 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 tasks, purposes, and audiences.</p> <p>W.6.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Persuasive (Opinion, Argument)</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grade 6</p> <hr/> <p>Writing Text Types and Purposes¹ 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> • Writing Mechanics • Conventions of standard English Grammar • Word choice • Voice • Transitions • Audience • Organization • Purpose • Persuasive techniques • Writing process • Claim • Argument 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence. • Support arguments with text evidence • Support claims with details and examples • Keep information and ideas relevant to topic • Use multiple paragraphs correctly • Make logical transitions/order • Write clear introduction and conclusion

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	<p>W.6.1a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.6.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.6.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.6.1d. Establish and maintain a formal style.</p> <p>W.6.1e. Provide a concluding statement or section that follows from the argument presented.</p> <p>Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,</p>		<ul style="list-style-type: none"> • Write to get the attention of the audience • Use different persuasive techniques to reach different audiences • Maintain voice or tone • Edit for grammar and conventions • Self-edit with a rubric • Peer-edit with a rubric • Revise work based on editing • Vary sentence format • Establish a purpose for writing • Draw on personal experience • Begin to use consistent tense

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	<p>editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.6.6. 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>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>10. 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 tasks, purposes, and audiences.</p> <p>W.6.10. 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>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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