**Sixth Grade Writing Guide**

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| Please review the Fifth Grade Skills Lessons on the Writer’s Workshop Check Sheet. |

*\*Page numbers are from Crafting Nonfiction by Linda Hoyt and Kelly Boswell.*

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| **GENERAL WRITING SKILLS** |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | August | 310, 312-315, 322-323 |
| Spell correctly.  | August | 92-93138-139346-347 |
| Use knowledge of language and its conventions when writing, speaking, reading, or listening. | August |  |
| Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\* | August |  |
| Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* | August | [http://msela.pbworks.com/w/file/fetch/55161640/L6.2.a%20--%20Commas,%20parentheses,%20%26%20dashes.pdf](http://msela.pbworks.com/w/file/fetch/55161640/L6.2.a%20--%20Commas%2C%20parentheses%2C%20%26%20dashes.pdf) |
| Vary sentence patterns for meaning, reader/ listener interest, and style.\* | August | 272-285 |
| Ensure that pronouns are in the proper case (subjective, objective, and possessive). | September | <https://www.ereadingworksheets.com/free-grammar-worksheets/pronoun-case-worksheet.pdf> |
| Use intensive pronouns (e.g., myself, ourselves). | September | <http://www.k12reader.com/subject/grammar/parts-of-speech/pronouns/> (ALL kinds of pronouns!) |
| Recognize and correct inappropriate shifts in pronoun number and person.\* | September | See above link!  |
| Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* | September | 336-337 |
| Maintain consistency in style and tone.\* | October | 248-249<https://www.youtube.com/watch?v=2Y1nkEf0rAM> (A great lesson on tone.)<https://www.youtube.com/watch?v=sdDBY2-Wmis> (Explains the difference between formal and informal writing styles.) |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | October | 212-21574-75 |
| Interpret figures of speech in context. | October | 76-77 |
| **NARRATIVE WRITING** |
| Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | August | <http://www.proteacher.net/discussions/showthread.php?t=431547><http://writingfix.com/genres/narrative.htm#5>(Writing prompts and examples, and lesson on narrative writing) |
| 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. | August | 94-9596-97 |
| Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (See the *Idea Development* poster.) | August | <http://betterlesson.com/community/lesson/29154/adding-dialogue><http://www.brighthubeducation.com/high-school-english-lessons/12897-writing-dialogue-effectively/><http://youngteacherlove.blogspot.com/2012/11/writing-dialogue-part-2.html> |
|  Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | September | 218-219244-245 |
| Use flashbacks (see the *Idea Development* poster) to develop experiences and events. | September | <http://www.readwritethink.org/classroom-resources/lesson-plans/writing-flashback-flash-forward-94.html#resources> |
| Provide a conclusion that follows from the narrated experiences or events. | September | <http://www.thewritesource.com/studentmodels/ws2k-gvnglife.htm> |
| **CONDUCTING RESEARCH** |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate | October | <https://learnzillion.com/lessons/1204>(This is the first in a series of twelve lessons on conducting and writing a research paper.) |
| 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. | October | 46-4748-4950-5152-5358-5960-614546-47 |
| Draw evidence from literary or informational texts to support analysis, reflection, and research. | October | 54-55 |
| **INFORMATIVE/EXPLANATORY WRITING** |
| Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | November | Timeforkids.comTeenink.com[**https://learnzillion.com/courses/54#collection\_964**](https://learnzillion.com/courses/54#collection_964) **(Set of lessons for writing informational/explanatory text.)** |
| 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. | November/December | 68-6984-85144 (Presenting)188-189286 (Text Features)184-18570-71 |
| Use precise language and domain-specific vocabulary to inform about or explain the topic. | November/December | 210-211 |
|  Establish and maintain a formal style. | November/December | <https://www.youtube.com/watch?v=2Y1nkEf0rAM> (A great lesson on tone.)<https://www.youtube.com/watch?v=sdDBY2-Wmis> (Explains the difference between formal and informal writing styles.) |
| Use analogies to develop a topic. (See *the Idea Development* poster.) | December/January | <http://grammar.about.com/od/topicsuggestions/a/Thirty-Writing-Topics-Analogy.htm>(There is a list of topics for writing analogies on this page.) |
| Use anecdotes to develop a topic. (See the *Idea Development* poster.) | January | <http://examples.yourdictionary.com/examples-of-anecdotes.html> |
| Provide a concluding statement or section that follows from the information or explanation presented. | January | 100-101 |
| **ARGUMENT WRITING** |
| Write arguments to support claims with clear reasons and relevant evidence. | February | 174-175<https://learnzillion.com/lessonsets/268-6th-grade-argumentative-writing-craft-an-argumentative-essay>(This link is to the entire set of Learnzillion lessons for W.6.1.) |
| Introduce claim(s) and organize the reasons and evidence clearly. | February | 98-99102-103196-197 |
| Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | March | 174-175270-27158-5962-6346-47 |
| Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | March | 103198-199206-207242-243 |
| Establish and maintain a formal style. | March | <https://www.youtube.com/watch?v=2Y1nkEf0rAM> (A great lesson on tone.)<https://www.youtube.com/watch?v=sdDBY2-Wmis> (Explains the difference between formal and informal writing styles.) |
| Use questions - asking rhetorical questions –to develop/support an opinion. (See the *Idea Development* poster.) | April | <https://www.youtube.com/watch?v=cCK6wQ0BoxI> |
| Use statistics to develop/support an opinion. (See the *Idea Development* poster.) | April | <http://knowledge.thinkingstorm.com/SourcesEvidence/UsingStatisticsinWriting.aspx> |
| Provide a concluding statement or section that follows from the argument presented. | April | 100-101 |

**Ongoing Writing Standards:**

* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
* 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.
* Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
* 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.

**Ongoing Reading Standards:**

* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
* Use context as a clue to the meaning of a word or phrase.
* Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
* Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
* Verify the preliminary determination of the meaning of a word or phrase
* Use the relationship between particular words to better understand each of the words.
* Distinguish among the connotations of words with similar denotations.