

6th Grade Writing and Grammar Course Map

Course Title: Writing and Grammar	Duration: 1 year
	Frequency: Daily; 45 minutes
	Year: January, 2013
Text: Abeka God’s Gift of Language C; Third Edition, 2010 Write F, Curriculum Associates, Inc., 2004	
Other materials: Multisensory Grammar & Written Composition, Carreker, 2002 Daily Language Review Grade 6, Evan-Moor, 2009 How to Write a Great Research Paper, , Graham, McCoy, 2007	
Areas to be evaluated: Writing: Topic sentence, organization, spelling and punctuation, content Grammar: Parts of speech used correctly	
Additional activities: Research report, Journaling	
Course objectives: Student will be able to use parts of speech properly in sentences. Students will use this knowledge to write well-written descriptive essays, narratives, summaries, and research reports.	
Course explanation: Students integrate grammar knowledge into their writing assignments.	

<p>Unit 1: Parts of Speech Introduction</p> <p>Time frame: 2 weeks</p> <p>Resources: Multisensory Grammar Worksheets</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> -recognize and review the definitions and usage of the parts of speech in a sentence. -journal creatively. <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> - introduce nouns, verbs, noun markers, adjectives, prepositions, pronouns, and adverbs using activities and worksheets from Multisensory Grammar & Written Composition. -Use instructional input, modeling, and guided practice -discuss journaling, setting up a journal, assigning creative journaling assignments -utilize Daily Language Review daily practice for language teaching -teach linking and being verbs <p>Method of Assessment: Teacher observations of white board work and seatwork manipulatives for accuracy; read and grade journaling and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement;</p> <p>Integration: connect writing to their summer memories in journaling</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking .6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.</p>
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<p>Unit 2: Say It in a Sentence; Personal Narrative</p>	<p>Unit Objectives: Students will: --recognize the difference between a sentence, a sentence fragment, a run-on sentence, and a run-together sentence --correct sentence fragments, run-on sentences, and run-together sentences --recognize and identify the four different purposes of a sentence --identify and diagram simple subjects and predicates and compound subjects and predicates --diagram compound sentences - journal and write a personal narrative</p> <p>Time frame: 3 weeks</p> <p>Resources: - God's Gift of Language C - Write F - Multisensory Grammar & Written Composition - Daily Language Review Grade 6</p> <p>Method of Instruction: Teacher will: -introduce sentence activities using Language C and Write F - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice for language teaching daily</p> <p>Method of Assessment: Teacher observations of white board work and seatwork manipulatives for accuracy; read and grade journaling and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess linking verb memory using quizzes</p> <p>Integration: timelines</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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. 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
<p>Unit 3: Verbs, Book Report</p>	<p>Unit objectives: Students will: --understand that verbs can act, verbs can show a state of being, verbs can help other verbs, and verbs can link --identify the four principle parts of regular and irregular verbs --use troublesome verbs correctly -Journal and write a book report</p> <p>Time frame: 3 weeks</p>

<p>Resources: - God's Gift of Language C - Write F - Multisensory Grammar & Written Composition - Daily Language Review Grade 6</p>	<p>Method of Instruction: Teacher will: -utilize Language C and Write F to teach verb usage - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice -referencing Language C writer's handbook, teach steps in writing a book report</p> <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess book report drafts using a rubric</p> <p>Integration: scrapbook/art, reading</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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>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>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>
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<p>Unit 4:Nouns, Poetry</p> <p>Time frame: 4 weeks</p> <p>Resources: - God's Gift of Language C - Write F - Daily Language Review Grade 6 -poetry bulletin board activities -Girl's Devotional NIV Bible</p>	<p>Unit objectives: Students will: --identify nouns as either proper or common --recognize and identify that a noun can serve as a noun in one sentence and a verb in another sentence --understand that nouns have number and that subjects and verbs must agree in number --recognize that nouns can be complements: predicate nominatives, direct objects, and indirect objects --diagram predicate nominatives, direct objects, and indirect objects --differentiate between an indirect object and an object of a preposition --identify nouns of direct address - journal and write poetry</p> <p>Method of Instruction: Teacher will: -utilize Language C and Write F to teach nouns - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice</p>
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	<p>- use bulletin board set to teach poetry writing</p> <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess poetry writing using a rubric</p> <p>Integration: Fall and pumpkin seasonal activities</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.* Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>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>
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<p>Unit 5: Put it in a paragraph Christmas writing</p> <p>Time frame: 3 weeks</p> <p>Resources: - God’s Gift of Language C - Write F - Daily Language Review Grade 6</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> - write good topic sentences -use comparison and contrast to write an explanatory paragraph -review writing process -use transitional words to write a narrative paragraph -combine paragraphs to make a composition -write an “If I Were There” verse <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C to teach paragraphs and topic sentences - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice -give example and explain writing a “If I Were There” verse <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess “If I Were There” writing using a rubric</p> <p>Integration: Christmas seasonal activities</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition</p>
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	<p>rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>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>
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<p>Unit: 6 Research Report</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> -use the writing process to write a research paper on a historical event.
<p>Time frame: 4 weeks</p>	
<p>Resource: - God’s Gift of Language C -How to Write a Great Research Paper</p>	<p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C and How to Write a Great Research Paper to break down steps in writing a research paper and make a timeline for all parts due -each day assign and review steps in writing a research paper -reserve computers for researching topic, typing outline, and writing paper <p>Method of Assessment: Visually examine work each day of individual students; on due dates grade 30+ note cards, outline practice, rough and final drafts of outline, paper , bibliography, title page and completed project</p> <p>Integration: history, library skills, computer and internet skills</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the argument presented.</p> <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>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>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Establish and maintain a formal style.</p> <p>Provide a concluding statement or section that follows from the information or explanation presented</p>
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<p>Unit 7: Adjectives, Descriptive Essay</p> <p>Time frame: 3 weeks</p> <p>Resources: - God’s Gift of Language C - Write F - Multisensory Grammar & Written Composition - Daily Language Review Grade 6</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> --understand that an adjective makes the meaning of a noun or pronoun more specific --recognize that adjectives are found in two places: before nouns and after linking verbs --differentiate between fixed and reversible adjectives --diagram adjectives --identify predicate adjectives in sentences --differentiate between direct objects and predicate adjectives --differentiate between predicate nominatives and predicate adjectives --identify prepositional phrases used as adjectives --diagram adjective modifies --understand that adjectives have three degrees of comparison and use them correctly --determine the best position of an adjective in a sentence -Journal and write a descriptive essay <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C to teach adjectives - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice -using senses, teach the steps in writing a descriptive essay <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess a descriptive essay using a rubric</p> <p>Integration: Human senses; art</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
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	<p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>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>
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<p>Unit 8: Adverbs, Persuasive Essay</p> <p>Time frame: 3 weeks</p> <p>Resources: - God’s Gift of Language C - Write F - Multisensory Grammar & Written Composition - Daily Language Review Grade 6</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> --understand that an adverb modifies a verb, an adjective, or another adverb --locate and identify adverbs --distinguish adjectives from adverbs --diagram adverbs --identify prepositional phrases used as adverbs --eliminate redundant modifiers in sentences --diagram adverb phrases --distinguish between adverb and adjective phrases --identify the correct location for an adverb phrase in a sentence --use adverbs in comparisons --use adverbs correctly -journal and write a persuasive essay <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C and Multisensory Grammar to teach adverbs - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice -using senses, teach the steps in writing a persuasive essay <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess a persuasive essay using a rubric</p> <p>Integration: interviewing</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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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>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>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p>Unit 8: Prepositions, Conjunctions, and Interjections; Children’s Book</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> --understand that a preposition is a word that shows the relationship between a noun or pronoun after it and some other word in the sentence --distinguish prepositions from adverbs --identify common preposition errors --analyze sentences for unnecessary prepositions --understand the purpose of a conjunction --examine the use of correlative conjunctions --diagram conjunctions and correlative conjunctions --understand that conjunctions must coordinate words or groups of words that are grammatically alike (parallel) --identify and correct sentences that are not parallel --identify interjections and understand their purpose --diagram interjections -write a children’s book and present it to elementary students <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C and Multisensory Grammar to teach prepositions, conjunctions, and interjections - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice -teach writing a children’s book utilizing gathered information and rubric <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement; assess children’s book using a rubric</p> <p>Integration: orally presenting story to smaller children</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="padding-left: 40px;">Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p style="padding-left: 40px;">Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.6.4. Produce clear and coherent writing in which the development,</p>
<p>Time frame: 5 weeks</p> <p>Resources:</p> <ul style="list-style-type: none"> - God’s Gift of Language C - Write F - Multisensory Grammar & Written Composition - Daily Language Review Grade 6 	

	<p>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>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>W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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<p>Unit 9: Capital letters and Punctuation</p>	<p>Unit objectives: Students will:</p> <ul style="list-style-type: none"> --capitalize proper nouns and words formed from proper nouns; capitalize titles of persons and works; capitalize the first word of every sentence, including quoted sentences; capitalize the pronoun I --identify (proofread) where a capital letter is needed and where a capital letter has been used and is not needed --use a comma and a coordinating conjunction to join two simple sentences; use a single comma to indicate that a word or words have been omitted, or to avoid a possible misreading; use a pair of commas to indicate a nonessential element in a sentence; use a comma to separate the parts of dates and addresses within sentences; use a comma after the salutation of a friendly letter; use a comma after the closing of all letters --identify (proofread) where a comma is needed and where a comma has been used and is not needed --use an apostrophe to show possession; use an apostrophe to show that letters or numbers have been omitted from a word or expression; use an apostrophe and <i>s</i> to form the plurals of letters, numbers, signs, and words used as words --use quotation marks before and after a direct quotation; use quotation marks to enclose titles of short stories, short poems, songs, chapters, articles, and other parts of books or magazines --use a semicolon to join two simple sentences if they do not choose to use a comma and a coordinating conjunction; use a semicolon and a conjunction rather than a comma and a conjunction to join two simple sentences if those sentences already contain commas --use a colon before a list of items --underline (italicize) the titles of books, magazines, newspapers, plays, works of art, ships, trains, and airplanes <p>Method of Instruction: Teacher will:</p> <ul style="list-style-type: none"> -utilize Language C and Multisensory Grammar to teach capital letters and punctuation - Use instructional input, modeling, and guided practice -assigning creative journaling assignments weekly -utilize Daily Language Review daily practice <p>Method of Assessment: Read and grade journaling, Language C, Write F and worksheets for use of writing and grammar skills; compare Daily Language Review weekly scores for improvement;</p> <p>Integration: summer activities</p> <p>Biblical Integration: Utilize scripture and prayer while teaching. Composition rules reflect the divine order of creation.</p> <p>KCCS: L.6.1. Demonstrate command of the conventions of standard English</p>
<p>Time frame: 3 weeks</p>	
<p>Resources: - God’s Gift of Language C - Write F - Daily Language Review Grade 6</p>	

	<p>grammar and usage when writing or speaking</p> <p>L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>Maintain consistency in style and tone.*</p> <p>L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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>
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