

Grade 6 - ELA
Quarter 1 (Aug-Oct)

Quarter 2 (Oct- Dec)

Quarter 3 (Jan-Mar)

Quarter 4 (Mar-May)

Sentence Skills

• Punctuation / Capitalization of First Word ○ Capitalize first word, proper nouns; use commas in a list; and insert correct end punctuation. • Sentences Versus Fragments ○ Orally distinguish between a sentence and a fragment. ○ Identify whether sentence or a fragment, independently ○ Sentence and fragment sort. ○ Changing fragments into sentences ○ Correct sentence fragments with capitalization and Punctuation. • Run-on Sentences ○ Identify run-ons in paragraphs. ○ Correct run-ons sentences the punctuation. • Scrambled Sentences ○ Rearrange sequences of words into sentences, adding correct capitalization and punctuation. • Sentence Expansion ○ Introduce Level 1 sentence expansion scaffolds with which word tells who, what, where, or how ○ Identify whether the underlined words tell who, what, where, when, why, or how ○ Determine whether a specified part of a sentence tells who, what, when, where, why, and how. ○ Practice expanding Level 1 kernel sentences with the question scaffolding, starting with when with because, but, and so.	<i>Continue previous sentence activities</i> • Sentence Types ○ Introduce the four basic sentence types and identify the sentence type. ○ Add correct punctuation to the sentence type. ○ Write a statement, question, exclamation, and command about a picture, topic, or text. ○ Develop questions about a topic, picture, or text. ○ Write three directions using expository terms • Conjunctions (<i>because, but, so</i>) ○ Complete sentence stems with because, but, and so, orally-one conjunction at a time ○ Complete sentence stems with because, but, and so ○ Independently write sentences with because, but, and so. ○ Given a topic write a sentences with because, but, and so. • Subordinating Conjunctions ○ Introduce Level 1 subordinating conjunctions starting with chronology conjunctions. ○ Complete sentences beginning with subordinating conjunctions <i>after, before, whenever, even though, since, and if.</i> ○ Given a topic, write a sentence with a subordinating conjunction	<i>Continue previous sentence activities</i> • Transition Words and Phrases ○ Introduce Transition words - time and sequence completion sentences. ○ Completion sentences for conclusion, illustration, change of direction, and emphasis. ○ Connect sentences to their transition word ○ Follow a given sentence with another one beginning with an illustration or cause-effect conclusion transition (<i>Colonists needed transportation for their goods. As a result, _____</i>) • Appositives ○ Introduce appositives- pg 98 ○ Identify an appositive in a sentence. ○ Match appositives to noun phrases ○ Fill in appositives ○ Brainstorm appositives ○ Given an appositive, write a sentence. ○ Given a topic, write a sentence with an appositive	<i>Continue previous sentence activities.</i> • Sentence Combining ○ Combine given sentences into one sentence. ○ Combine sentences with compound subjects using pronouns, conjunctions (<i>and, but, because, and so</i>), and transitions when appropriate. ○ Combine sentences using appositives, pronouns, and conjunctions. • Transition Words and Phrases ○ Insert transition words or phrases (time-sequence, illustration, change- of-direction, and conclusion) into given paragraphs. • Single-Sentence Summary ○ Given the subject, use question words without a kernel sentence to create a summary sentence.	Notes:
Outline and Paragraph Skills				

• Single-Paragraph Outline ○ Brainstorm or relate details for a given topic sentence. ○ Generate SPOs and paragraphs as a class. ○ Distinguish a topic sentence from supporting details. ○ Identify a topic sentence and sequence details ○ Given a topic sentence, select relevant details from a list ○ Eliminate irrelevant details from a list ○ Given a topic sentence, generate details • Note-Taking ○ Introduce and model taking notes using key words and phrases.	<i>Continue previous paragraph activities</i> • Single-Paragraph Outline ○ Practice writing a topic sentence and a concluding sentence with different sentence types, subordinating conjunctions, and appositives ○ Given a topic/prompt, generate a topic sentence ○ Given a details, generate a topic sentence ○ Given a topic sentence and details, generate a concluding sentence ○ Given a topic/prompt, construct a single paragraph outline independently ○ From a single paragraph outline write a paragraph • Note-Taking ○ Convert sentences into key words and phrases. ○ Convert key words and phrases into sentences.	<i>Continue previous paragraph activities.</i> • Single-Paragraph Outline ○ Use time-sequence and conclusion transitions. ○ Generate SPOs using key words and phrases. ○ Deconstruct a given paragraph into an SPO. • Note-Taking and Underlining Key Words and Phrases ○ Introduce common abbreviations and symbols (+, =, →, /). ○ Model underlining key words in paragraphs. • Revise and Edit (Unelaborated Paragraphs) ○ Revise unelaborated paragraphs as a class. ○ Revise with a peer with specific directions. ○ Put unelaborated paragraphs on board. Students suggest improvements. ○ Revise with peer without directions. ○ Have students improve their own work given specific directions.	<i>Continue previous paragraph activities</i> • Single-Paragraph Outline ○ Independently generate narrative or expository SPO and paragraph. ○ Practice developing T.S.s with appositives, subordinating conjunctions, and sentence types. ○ Practice outlining (SPOs) and writing drafts of compare contrast, problem-solutions, and opinion text structures. • Writing Summaries ○ Introduce the summary sentence ○ Practice with summary sentence template ○ Write summary sentence from template	Notes:
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