

**Link Community Charter School**  
**Grade 6 ELA: Writers Workshop Scope and Sequence**

Time line	Unit Description/ Topic	Standards: CCCS	Essential Questions	Content: What will students know?	Skills: What will students be able to do?	Resources
Q1	Personal Narrative/Memoir (Narrative)	<b>W.6.1,</b> <b>W.6.3,</b> <b>W.6.4,</b> <b>W.6.5,</b> <b>W.6.6,</b> <b>W.6.10</b> <b>SL6.1,</b> <b>SL6.4,</b> <b>SL6.6</b> <b>L6.1, L6.2,</b> <b>L6.3, L6.6</b>	How do I, as an experienced writer, get started on a personal narrative/memoir piece? How do I know which ideas to develop and write long about? How do I bring out the message in my story? What strategies can I use to make sure my writing is powerful and clear to the reader?	Writers use everything they have learned about writing to generate and begin a personal narrative or memoir piece. Writers choose topics that having meaning and/or significance and work to convey clearly them to others. Writers revise and edit their writing for power and clarity	Generate several ideas for writing in notebooks. Develop and collect ideas and write to discover their thinking. Set challenging goals for their own writing and try to employ new strategies based on teacher conferences and feedback. Compose a draft of a narrative using a seed idea. Revise draft to improve clarity of message. Use various strategies for revising. Use various strategies for editing. Participate in partner discussions and receive and offer constructive feedback. Publish final draft of narrative/memoir. Respectfully and responsibly celebrate one another's writing.	Unit 1 in Units of Study Some Suggested Mentor Pieces —Eating the World and —Statue from Marshfield Dreams by Ralph Fletcher Those Shoes by Maribeth Boelts —Eleven by Sandra Cisneros

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Q2	Realistic Fiction/Social Action Fiction	CCSS Standards Addressed: W.6.3, W.6.4, W.6.5, W.6.6, W.6.10 SL6.1, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I choose an idea for a fiction piece? How do I write a story that is powerful? Where do I find ideas to help refine my ideas or craft when writing a fiction story?	Writers know that lessons can be conveyed through realistic fiction and when generating ideas we draw from issues we have experienced in our own lives and stories we would like to be told. Writers realize that there are many ways a story can unfold and they explore different ways to find the one that is most powerful. Writers know that when writing realistic fiction it helps to turn to mentor text and peers for support.	Generate several ideas for writing in notebooks. Create blurbs, story boards, story booklets, or use other strategies when rehearsing a story. Compose several ways a story can go. Compose a draft of fiction piece. Compose several leads and endings prior to settling on a choice. Use various strategies for editing. Participate in partner discussions and receive and offer constructive feedback. Publish final draft of a fiction piece. Respectfully and responsibly celebrate one another's writing.	Unit 2 in Units of Study of Study Common Core State Standards Student Writing Samples <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a> Student Writing Samples <a href="http://readingandwritingproject.com/resources/student-writing/fourth-grade.html">http://readingandwritingproject.com/resources/student-writing/fourth-grade.html</a> Student Writing Samples from Previous Years and Unit

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Q3	Information Writing: Nonfiction Books	W.6.2, W.6.4, W.6.5, W.6.7, W.6.8, W.6.10 SL6.1, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I generate ideas and try out topics to write an informational piece about? What craft structures can I use to better teach the reader about my topic? How do I make sure that I give credit to authors for the information I gather from their books?	Writers use their writing to teach others facts and express their ideas on the topic. Writers use more than words to teach others about a topic. Writers make sure they organize their writing and make it as clear as possible for the reader. Writers gather information about a topic and cite the sources of the information.	Generate several ideas for writing in notebooks. Create back-of-the-book blurbs to try out topics. Teach others about their topic to prepare for drafting. Compose a draft of an informational piece. Choose text features that are appropriate for their piece. Revise drafts for clarity. Cite resources appropriately. Use various strategies for editing. Participate in partner discussions and receive and offer constructive feedback. Publish final draft of an informational piece. Respectfully and responsibly celebrate one another's writing.	Unit 3 in Units of Study Common Core State Standards Student Writing Samples <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a> Student Writing Samples <a href="http://readingandwritingproject.com/resources/student-writing/fourth-grade.html">http://readingandwritingproject.com/resources/student-writing/fourth-grade.html</a> Student Writing Samples from Previous Years and Unit

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Q4	The Personal and Persuasive Essay	W.6.1, W.6.4, W.6.5, W.6.8, W.6.10 SL6.1, SL6.3, SL6.4, SL6.6 L6.1, L6.2, L6.3, L6.6	How do I choose a topic for a personal essay? What is the best way to structure a personal essay to support my claim? How do I develop a persuasive essay that makes a good a good argument for my belief?	Writers of personal essays gather topics that are of importance to them and chose one to express as a thesis. Writers of personal essays gather material and information and develop a plan prior to drafting an essay. Writers of persuasive essays write to persuade others to believe something they believe to be true	Generate several ideas for personal essay writing by rereading previous writing. Jot big ideas about a topic in their writer’s notebooks Use thought prompts to help them elaborate on ideas. Use partner discussions to support their writing. Organize their ideas and materials	Unit 4 Units of Study Common Core State Standards Student Writing Samples <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a>