

6th Grade Curriculum Maps - Quick Links

Click here for [Math](#)
Click here for [Science](#)
Click here for [Social Studies](#)
Click here for [Reading](#)
Click here for [Language](#)

6th Grade - Resources

Teacher Feedback Form
IXL Resources
HMH Online Login
Savvas Online Login

6th Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Number Operations, Fraction Division, and Algebraic Expressions Essential Questions: How can patterns help us understand number operations? How can division of fractions be represented and solved? How do exponents, variables, and expressions help us represent mathematical situations? Enduring Understandings: Mathematicians use patterns, models, and procedures to divide fractions and perform operations accurately. Exponents provide a way to represent repeated multiplication. Algebraic expressions and variables can be used to represent quantities and relationships.	6.NS.1 6.NS.2 6.NS.3 6.NS.4 6.EE.1 6.EE.2 6.EE.5 6.EE.6	Pre-Assessment: Readiness quiz on fraction operations, whole number operations, decimal operations, and prior algebraic thinking skills Formative Assessments: Topic quizzes Homework/classwork checks Fraction division practice Exponent and expression exit tickets Algebraic expression practice Teacher observation during individual and group problem solving Summative Assessments: Unit test Student-created word problems using fraction division, exponents, or algebraic expressions	Divide fractions using models, algorithms, and real-world contexts Fluently divide multi-digit numbers Perform operations with multi-digit decimals Find factors, multiples, greatest common factor, and least common multiple Write and evaluate numerical expressions involving whole-number exponents Write, read, and evaluate algebraic expressions Use variables to represent unknown quantities Reason about equations and inequalities using substitution and evaluation	Direct instruction and teacher modeling Guided practice with worked examples Visual models for fraction division Number talks and strategy discussion Partner and small-group problem solving Practice with real-world word problems Error analysis Exit tickets and student reflection	Core Resource: Savvas Realize Grade 6 Math curriculum Supplemental Resource: Khan Academy; National Library of Virtual Manipulatives; AAA Math; Funbrain Math; Math Play; teacher-created, standards-aligned practice activities
2nd Quarter - Unit 2	Rational Numbers, Coordinate Plane, and Equations Essential Questions: How can rational numbers be represented and compared on a number line? How do positive and negative numbers help us describe real-world situations? How can expressions, equations, inequalities, and coordinate graphs represent mathematical relationships? Enduring Understandings: Rational numbers can be represented, ordered, compared, and interpreted using number lines and coordinate planes. Positive and negative numbers are used to describe quantities with opposite values or directions. Equivalent expressions, equations, inequalities, and graphs help mathematicians represent and solve problems.	6.NS.5 6.NS.6 6.NS.7 6.NS.8 6.EE.3 6.EE.4 6.EE.7 6.G.3	Pre-Assessment: Readiness quiz on number lines, integer concepts, coordinate graphing, and evaluating simple expressions/equations Formative Assessments: Topic quizzes Homework/classwork checks Rational number number line tasks Absolute value exit tickets Equivalent expression practice One-variable equation checks Coordinate plane graphing tasks Teacher observation during individual and group problem solving Summative Assessments: Unit test Real-world rational number, equation, or coordinate graphing problem task	Use positive and negative numbers to represent real-world quantities Plot rational numbers on horizontal and vertical number lines Understand absolute value as distance from zero Compare and order rational numbers Use all four quadrants of the coordinate plane Find distances between points with the same first coordinate or same second coordinate Apply properties of operations to generate equivalent expressions Solve one-variable equations connected to real-world problems Draw polygons in the coordinate plane and use coordinates to solve problems	Savvas problem-based learning tasks Direct instruction and teacher modeling Number line and coordinate plane visuals Integer and absolute value activities Guided practice with expressions and equations Partner and small-group problem solving Graphing tasks using real-world contexts Error analysis Exit tickets and student reflection	Core Resource: Savvas Realize Grade 6 Math curriculum Supplemental Resource: Khan Academy; National Library of Virtual Manipulatives; AAA Math; Funbrain Math; Math Play; coordinate grids; number lines; teacher-created, standards-aligned practice activities
3rd Quarter - Unit 3	Geometry, Ratios, Rates, and Data Distributions Essential Questions: How can area, surface area, and volume be found using formulas, models, and decomposition? How can ratios and rates be used to compare quantities and solve real-world problems? How can data be collected, displayed, and described using center, spread, and shape? Enduring Understandings: Geometric figures can be measured and analyzed by decomposing shapes and applying formulas. Ratios and rates describe relationships between quantities and can be represented in multiple ways. Data distributions can be described by their center, variability, and overall shape.	6.G.1 6.G.2 6.G.3 6.G.4 6.RP.1 6.RP.2 6.RP.3 6.SP.1 6.SP.2 6.SP.3	Pre-Assessment: Readiness quiz on area, volume, ratios, unit rates, and basic data displays Formative Assessments: Topic quizzes Homework/classwork checks Area and volume practice tasks Coordinate geometry checks Ratio and unit rate exit tickets Ratio tables, tape diagrams, and double number line tasks Statistical question practice Data description responses Teacher observation during individual and group problem solving Summative Assessments: Unit test Geometry, ratio/rate, or data analysis performance task	Find area of triangles, quadrilaterals, and polygons by composing and decomposing shapes Find volume of right rectangular prisms with fractional edge lengths Draw polygons in the coordinate plane and use coordinates to solve problems Represent three-dimensional figures using nets and find surface area Understand and use ratio language Understand unit rate and solve unit rate problems Solve ratio and rate problems using tables, tape diagrams, double number lines, and equations Recognize statistical questions that anticipate variability in data Describe data distributions by center, spread, and overall shape	Savvas problem-based learning tasks Direct instruction and teacher modeling Hands-on geometry modeling Formula practice with visual models Ratio tables, tape diagrams, and double number lines Guided practice with real-world ratio/rate problems Coordinate plane graphing tasks Data collection and display activities Partner and small-group problem solving Error analysis Exit tickets and student reflection	Core Resource: Savvas Realize Grade 6 Math curriculum Supplemental Resource: Khan Academy; National Library of Virtual Manipulatives; AAA Math; Funbrain Math; Math Play; graph paper; geometry tools; nets; ratio tables; teacher-created, standards-aligned practice activities
4th Quarter - Unit 4	Statistics, Inequalities, and Relationships Between Variables Essential Questions: How can data displays and summary measures help us interpret information? How can inequalities represent real-world constraints or conditions? How can dependent and independent variables be used to describe relationships? Enduring Understandings: Data can be displayed and summarized to answer questions and describe patterns. Inequalities represent conditions with more than one possible solution. Variables can be used to represent related quantities and analyze patterns in real-world situations.	6.SP.3 6.SP.4 6.SP.5 6.EE.8 6.EE.9	Pre-Assessment: Readiness quiz on data displays, measures of center/range, simple inequalities, and variable relationships Formative Assessments: Topic quizzes Homework/classwork checks Dot plot, histogram, and box plot practice Data summary responses Inequality graphing exit tickets Dependent and independent variable checks Tables, graphs, and equation tasks Teacher observation during individual and group problem solving Summative Assessments: Unit test Data display, inequality, or variable relationship performance task	Describe data using measures of center, variability, and overall shape Create and interpret number lines, dot plots, histograms, and box plots Summarize numerical data sets in relation to their context Write and graph inequalities to represent real-world conditions Identify and interpret dependent and independent variables Use tables, graphs, and equations to represent relationships between variables Analyze patterns between related quantities	Savvas problem-based learning tasks Direct instruction and teacher modeling Data collection and display activities Graphing dot plots, histograms, and box plots Guided practice with data summaries Inequality modeling and graphing Tables, equations, and graphing tasks Partner and small-group problem solving Error analysis Exit tickets and student reflection	Core Resource: Savvas Realize Grade 6 Math curriculum Supplemental Resource: Khan Academy; National Library of Virtual Manipulatives; AAA Math; Funbrain Math; Math Play; graph paper; data sets; number lines; teacher-created, standards-aligned practice activities

6th Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
----------	---	---------------------------------	-------------	--	--	----------------------

1st Quarter - Unit 1	Hydrometeorology: Water, Weather, and the Atmosphere Essential Questions: How does water move through Earth's systems? How do weather and climate patterns affect life on Earth? How do scientists use evidence to explain changes in the atmosphere and water cycle? Enduring Understandings: Water moves through Earth's systems in predictable patterns through the water cycle. Weather and climate are influenced by interactions among the atmosphere, hydrosphere, geosphere, and biosphere. Scientists collect and analyze data to explain weather patterns, climate patterns, and changes in Earth's systems.	MS-ESS2-4 MS-ESS2-5 MS-ESS2-6 MS-ETS1-1	Formative Assessments: Vocabulary checks Water cycle diagrams Weather and atmosphere exit tickets Lab observation notes Data analysis activities Class discussion responses Teacher observation during investigations Summative Assessments: Unit test or quiz Water cycle/weather model or explanation Hydrometeorology investigation or project	Explain how water cycles through Earth's systems Describe interactions among the atmosphere, hydrosphere, geosphere, and biosphere Analyze weather and climate data to identify patterns Use models to explain weather, climate, and water cycle processes Investigate how changes in one Earth system can affect another Ask scientific questions and use evidence to support explanations Use academic and science-specific vocabulary accurately	Teacher modeling and direct instruction Science vocabulary instruction Water cycle and atmosphere models Hands-on investigations and labs Data collection and analysis Diagramming and visual representations Collaborative discussion Claim-evidence-reasoning responses Exit tickets and student reflection	Core Resource: Savvas Interactive Science: Water and the Atmosphere Supplemental Resource: Videos from trusted content creators; Teach Engineering lab activities; teacher-created, standards-aligned investigations and activities
2nd Quarter - Unit 2	Biology: Diversity of Life Essential Questions: How are living things organized and classified? How do organisms' structures and functions help them survive? How do scientists investigate similarities and differences among living things? Enduring Understandings: Living things have structures and functions that support survival, growth, and reproduction. Organisms can be classified based on shared characteristics and patterns. Scientists use observations, evidence, and models to understand the diversity of life. Geology: Earth's Structure and Processes	MS-LS1-1 MS-LS1-2 MS-LS1-4 MS-LS2-1 MS-LS2-2	Formative Assessments: Vocabulary checks Classification practice Cell structure and function diagrams Organisms comparison charts Lab observation notes Exit tickets Class discussion responses Teacher observation during investigations Summative Assessments: Unit test or quiz Diversity of life investigation or project Organism classification or structure investigation or project	Identify characteristics of living things Describe how organisms are classified based on shared traits Compare structures and functions of different organisms Use models to explain cell structures and life processes Analyze how organisms interact with their environments Make observations and use evidence to support scientific explanations Use academic and science-specific vocabulary accurately	Teacher modeling and direct instruction Science vocabulary instruction Science vocabulary instruction Classification activities Microscope or observation-based investigations Hands-on labs and models Graphic organizers and comparison charts Collaborative discussion Claim-evidence-reasoning responses Exit tickets and student reflection	Core Resource: Savvas Interactive Science: The Diversity of Life Supplemental Resource: Videos from trusted content creators; Teach Engineering lab activities; teacher-created, standards-aligned investigations and activities
3rd Quarter - Unit 3	Geology: Earth's Structure and Processes Essential Questions: How is Earth structured? How do Earth's processes shape the surface over time? How do scientists use evidence to explain changes in Earth's systems? Enduring Understandings: Earth is made of layers and systems that interact with one another. Geologic processes shape Earth's surface over short and long periods of time. Scientists use evidence from rocks, landforms, maps, and models to explain Earth's history and changes.	MS-ESS1-4 MS-ESS2-1 MS-ESS2-2 MS-ESS2-3 MS-ESS3-1 MS-ESS3-2	Formative Assessments: Vocabulary checks Earth layers diagrams Plate movement or landform models Rock cycle or geologic process activities Map and data analysis tasks Exit tickets Class discussion responses Teacher observation during investigations Summative Assessments: Unit test or quiz Earth structure model or explanation Geology investigation or project	Describe Earth's layers and major systems Explain how geologic processes shape Earth's surface Use models to represent Earth's structure and processes Analyze evidence from maps, rocks, landforms, and data Explain how natural processes and events impact Earth's surface Use evidence to support explanations about Earth's history and changes Use academic and science-specific vocabulary accurately	Teacher modeling and direct instruction Science vocabulary instruction Earth structure models Hands-on investigations and labs Map and data analysis Diagramming and visual representations Collaborative discussion Claim-evidence-reasoning responses Exit tickets and student reflection	Core Resource: Savvas Interactive Science: Earth's Structure Supplemental Resource: Videos from trusted content creators; Teach Engineering lab activities; teacher-created, standards-aligned investigations and activities, field trips to UW Geology Museum, Milwaukee Public Museum
4th Quarter - Unit 4	Astronomy and Space Science Essential Questions: How do objects in space move and interact? How do patterns in the Sun-Earth-Moon system affect what we observe from Earth? How do scientists use models and evidence to explain Earth's place in the universe? Enduring Understandings: Objects in space move in predictable patterns. The relationships among the Sun, Earth, and Moon explain observable patterns such as seasons, moon phases, eclipses, and tides. Scientists use models, observations, and evidence to explain space systems and Earth's place in the universe.	MS-ESS1-1 MS-ESS1-2 MS-ESS1-3	Formative Assessments: Vocabulary checks Sun-Earth-Moon system diagrams Moon phase or season model checks Space system exit tickets Observation and data analysis activities Class discussion responses Teacher observation during investigations Summative Assessments: Unit test or quiz Sun-Earth-Moon system model or explanation Astronomy investigation or project	Describe patterns in the motion of objects in space Use models to explain the Sun-Earth-Moon system Explain moon phases, eclipses, seasons, or tides using evidence and models Analyze patterns in observations of the sky Explain Earth's place in the solar system and universe Use evidence to support explanations about space systems Use academic and science-specific vocabulary accurately	Teacher modeling and direct instruction Science vocabulary instruction Sun-Earth-Moon models Diagramming and visual representations Observation and data analysis Hands-on investigations and demonstrations Collaborative discussion Claim-evidence-reasoning responses Exit tickets and student reflection	Core Resource: Savvas Interactive Science: Astronomy and Space Science Supplemental Resource: Videos from trusted content creators; Teach Engineering lab activities; teacher-created, standards-aligned investigations and activities

6th Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Topic 1: Origins of Civilizations Essential Questions: How much does geography shape people's lives? How did early people adapt to their environments to make life easier? How did farming and settlement change the way early humans lived? Enduring Understandings: Geography and environment shaped the ways early humans lived, moved, and survived. Early humans adapted to and modified their environments over time. The development of farming led to settlements, specialization, cities, and early civilizations.	SS.Inq3.c.m SS.Geog2.a.m SS.Geog2.c.m SS.Geog3.a.m SS.Hist1.a.m	Formative Assessments: Vocabulary checks Class discussion responses Timeline builder activities Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 1 assessment	Explain how scientists use fossils and artifacts to draw conclusions about early humans Explain how archaeological evidence indicates that human life began in Africa Describe how early humans adapted to and modified their environments Explain how farming helped people develop specialized skills Describe how farming villages developed into cities Identify effects of farming and settlement on early civilizations Describe environmental factors that helped civilizations grow Analyze how civilizations and complex societies affected the surrounding environment Identify common features of early civilizations	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts Map and geography analysis Vocabulary instruction Collaborative learning activities Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
1st Quarter - Unit 2	Topic 2: Civilizations and People of the Fertile Crescent Essential Questions: How do societies preserve order? How did geography, religion, and culture influence the development of societies in the Fertile Crescent? How did early civilizations organize power, laws, trade, and daily life? Enduring Understandings: The Fertile Crescent supported the development of some of the world's earliest civilizations. Geography, religion, government, trade, and culture shaped how societies developed. Systems of law, leadership, writing, and technology helped early civilizations grow and	SS.Geog5.a.m SS.Geog2.c.m SS.Hist4.a.m SS.Hist4.b.m	Formative Assessments: End-of-lesson checks Class discussion responses Timeline builder activities Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessments: Topic 2 assessment Quarter 1 project and rubric	Explain how civilization developed in Mesopotamia and how fertile land supported this development Analyze the impact of Mesopotamian civilization on the surrounding environment Explain why priests and kings held power in Sumerian city-states Identify achievements of the Sumerians in technology, writing, and the arts Distinguish and analyze cause and effect in historical events Explain how Sargon formed an early empire in Mesopotamia Describe the lasting impact of Hammurabi's legal code Explain how civilizations continued to develop in Mesopotamia Analyze how empires balanced	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts Post-it gallery walk Map and geography analysis Vocabulary instruction Collaborative learning activities Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; World History myWorld Interactive atlases; teacher-created, standards-aligned activities and projects

2nd Quarter - Unit 3	Topic 3: Ancient Egypt and Kush Essential Questions: What makes a great leader? How did geography, resources, and human choices shape the development of ancient Egyptian civilization? How do culture, power, and historical evidence shape how we understand ancient Egypt today? Should countries around the world return ancient Egyptian artifacts? Enduring Understandings: Geography, resources, and the Nile River shaped the development of ancient Egypt and Kush. Leadership, religion, writing, architecture, art, science, and trade influenced Egyptian civilization. Historians use artifacts, maps, documents, and	SS.Geog2.c.m SS.Geog3.a.m SS.Geog5.a.m SS.Hist2.c.m SS.Inq1.a.m SS.Inq1.b.m SS.Inq2.a.m SS.Inq2.b.m SS.Inq3.a.m SS.Inq3.c.m SS.Inq4.b.m	Formative Assessments: Online self-check quizzes End-of-lesson checks Research notes and planning template Class discussion responses Map and document analysis activities Teacher observation during group activities Summative Assessments: Topic 3 assessment Pharaoh research project and rubric Argumentative essay on the return of ancient Egyptian artifacts	Explain how Egypt's geography helped its civilization grow Describe how a complex society developed in Egypt Analyze how pharaohs changed Egypt Explain how religion affected the lives of ancient Egyptians Use maps and documents to identify physical and cultural features of places Describe the impact of writing on Egyptian civilization Identify major features of Egyptian architecture and art Analyze the effects of science, mathematics, and technology on Egyptian society Explain how trade linked Egypt and Kush with surrounding regions Use research and evidence to support an argument about ancient artifacts	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts Post-it gallery walk Think-pair-share Map and document analysis Research and writing support Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; research templates; teacher-created, standards-aligned activities and projects
	Topic 6: Ancient Greece Essential Questions: How did differences between Greek city-states shape their governments, conflicts, and ways of life? How did Greek beliefs, movement, and cultural achievements influence ancient society and the modern world? How can historians use maps, documents, and artifacts to understand causes and effects in Ancient Greece? Enduring Understandings: Geography influenced the development of Greek city-states, trade, conflict, and government. Greek culture, religion, art, architecture, literature, philosophy, and government influenced later civilizations. Historians analyze evidence to understand how	SS.PS2.c.m SS.PS1.a.m SS.Hist2.c.m SS.Hist3.c.m SS.Geog2.b.m SS.Econ4.c.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and document analysis activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 6 assessment	Explain how physical geography shaped Greek societies Describe how the Minoans and Mycenaeans influenced Greek culture Explain how city-states developed and interacted with one another Analyze the effects of Greek religion and mythology on individuals and society Identify ways Greek art and architecture remain influential today Explain how Greek literature continues to influence literature and language Describe political forms used by Greek city-states Explain how Athenian democracy worked Summarize the achievements and limitations of Athenian democracy Distinguish relevant from irrelevant information in historical sources	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and document analysis Vocabulary instruction Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
3rd Quarter - Unit 4	Topic 7 and 8: The Roman Republic and Roman Empire Essential Questions: How did geography, innovation, and cultural influences help Rome grow from a small city into a powerful republic and empire? How did Roman ideas about government, power, and citizenship shape Roman society and influence later civilizations? How did religion, social roles, and belief systems shape daily life and conflict within the Roman world? Why do civilizations rise, change, and fall? Enduring Understandings: Rome's geography, economy, technology, military, and culture contributed to its growth and expansion. Roman government, citizenship, law, and civic ideas influenced later societies. Internal conflict, leadership, expansion, and social change contributed to Rome's transition from republic to empire and eventual decline.	SS.BH1.a.m SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m SS.Hist2.b.m SS.Hist4.a.m SS.PS2.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and document analysis activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topics 7 and 8 assessment	Describe how geography affected Rome's growth Identify how Roman architecture and technology encouraged growth Explain how Rome's environment affected its economy and trade networks Analyze how the Etruscans and Greeks influenced Roman culture Identify the form of government founded by the Romans Explain how Rome gained control of the Italian Peninsula Analyze how power was divided in the Roman Republic Explain how Romans viewed citizenship Describe how the Roman Republic functioned Explain the influence of the Roman Republic on later governments Describe the roles of men and women in Roman society Analyze strengths, weaknesses, change, and decline in Roman civilization	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and document analysis Cause-and-effect analysis Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
	Topic 11: The Islamic World and South Asia Essential Questions: How did geography, trade, and urban growth influence the development of Islamic civilization? How did Islam develop, change, and spread across different regions and cultures? How did Islamic civilization contribute to learning, science, mathematics, arts, and literature? Enduring Understandings: Geography, trade, and cities influenced the development and expansion of Islamic civilization. Religion, leadership, and cultural exchange shaped the growth and spread of Islam.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 11 assessment	Describe the impact of the environment on Arabia Explain why Muhammad's move from Mecca to Medina was important Describe the impact of trade and city growth on Islamic civilization Explain how Islam developed and changed after the death of Muhammad Analyze the spread of Islam across multiple cultures and empires Construct timelines of key events, people, and periods of history Identify how Muslim rulers encouraged learning, science, and mathematics Explain major characteristics of Islamic art and literature	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and geography analysis Vocabulary instruction Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
3rd Quarter - Unit 5	Topic 19: The Modern World Essential Questions: How did global conflict and economic crisis reshape governments, societies, and human rights in the modern world? Why did the collapse of empires after World War II lead to independence movements around the world? How do historical decisions and displacement continue to shape conflict and human rights conditions today? Enduring Understandings: Global conflict, economic crisis, nationalism, and totalitarianism shaped the modern world. The collapse of empires after World War II led to independence movements and new international conflicts. Historical decisions, colonialism, displacement, and competition for resources continue to influence modern global issues.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and document analysis activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 19 assessment	Describe the causes and effects of World War I Analyze why a deadly stalemate developed early in World War I Describe uprisings that took place around the world after World War I Identify causes and effects of the Great Depression Explain how economic hardship encouraged the growth of totalitarian governments Explain how aggression led to the outbreak of World War II Describe the effects of Hitler's campaign against European Jews Explain why European colonial empires collapsed after World War II Describe how Indian independence led to conflict between Hindus and Muslims Describe how competition for oil resources shaped conflict in the Middle East Analyze how historical events, colonial	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and document analysis Cause-and-effect analysis Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
	Topic 11: The Islamic World and South Asia Essential Questions: How did geography, trade, and urban growth influence the development of Islamic civilization? How did Islam develop, change, and spread across different regions and cultures? How did Islamic civilization contribute to learning, science, mathematics, arts, and literature? Enduring Understandings: Geography, trade, and cities influenced the development and expansion of Islamic civilization. Religion, leadership, and cultural exchange shaped the growth and spread of Islam.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 11 assessment	Describe the impact of the environment on Arabia Explain why Muhammad's move from Mecca to Medina was important Describe the impact of trade and city growth on Islamic civilization Explain how Islam developed and changed after the death of Muhammad Analyze the spread of Islam across multiple cultures and empires Construct timelines of key events, people, and periods of history Identify how Muslim rulers encouraged learning, science, and mathematics Explain major characteristics of Islamic art and literature	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and geography analysis Vocabulary instruction Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
4th Quarter - Unit 6	Topic 19: The Modern World Essential Questions: How did global conflict and economic crisis reshape governments, societies, and human rights in the modern world? Why did the collapse of empires after World War II lead to independence movements around the world? How do historical decisions and displacement continue to shape conflict and human rights conditions today? Enduring Understandings: Global conflict, economic crisis, nationalism, and totalitarianism shaped the modern world. The collapse of empires after World War II led to independence movements and new international conflicts. Historical decisions, colonialism, displacement, and competition for resources continue to influence modern global issues.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and document analysis activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 19 assessment	Describe the causes and effects of World War I Analyze why a deadly stalemate developed early in World War I Describe uprisings that took place around the world after World War I Identify causes and effects of the Great Depression Explain how economic hardship encouraged the growth of totalitarian governments Explain how aggression led to the outbreak of World War II Describe the effects of Hitler's campaign against European Jews Explain why European colonial empires collapsed after World War II Describe how Indian independence led to conflict between Hindus and Muslims Describe how competition for oil resources shaped conflict in the Middle East Analyze how historical events, colonial	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and document analysis Cause-and-effect analysis Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
	Topic 11: The Islamic World and South Asia Essential Questions: How did geography, trade, and urban growth influence the development of Islamic civilization? How did Islam develop, change, and spread across different regions and cultures? How did Islamic civilization contribute to learning, science, mathematics, arts, and literature? Enduring Understandings: Geography, trade, and cities influenced the development and expansion of Islamic civilization. Religion, leadership, and cultural exchange shaped the growth and spread of Islam.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 11 assessment	Describe the impact of the environment on Arabia Explain why Muhammad's move from Mecca to Medina was important Describe the impact of trade and city growth on Islamic civilization Explain how Islam developed and changed after the death of Muhammad Analyze the spread of Islam across multiple cultures and empires Construct timelines of key events, people, and periods of history Identify how Muslim rulers encouraged learning, science, and mathematics Explain major characteristics of Islamic art and literature	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and geography analysis Vocabulary instruction Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
4th Quarter - Unit 7	Topic 19: The Modern World Essential Questions: How did global conflict and economic crisis reshape governments, societies, and human rights in the modern world? Why did the collapse of empires after World War II lead to independence movements around the world? How do historical decisions and displacement continue to shape conflict and human rights conditions today? Enduring Understandings: Global conflict, economic crisis, nationalism, and totalitarianism shaped the modern world. The collapse of empires after World War II led to independence movements and new international conflicts. Historical decisions, colonialism, displacement, and competition for resources continue to influence modern global issues.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and document analysis activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 19 assessment	Describe the causes and effects of World War I Analyze why a deadly stalemate developed early in World War I Describe uprisings that took place around the world after World War I Identify causes and effects of the Great Depression Explain how economic hardship encouraged the growth of totalitarian governments Explain how aggression led to the outbreak of World War II Describe the effects of Hitler's campaign against European Jews Explain why European colonial empires collapsed after World War II Describe how Indian independence led to conflict between Hindus and Muslims Describe how competition for oil resources shaped conflict in the Middle East Analyze how historical events, colonial	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and document analysis Cause-and-effect analysis Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities
	Topic 11: The Islamic World and South Asia Essential Questions: How did geography, trade, and urban growth influence the development of Islamic civilization? How did Islam develop, change, and spread across different regions and cultures? How did Islamic civilization contribute to learning, science, mathematics, arts, and literature? Enduring Understandings: Geography, trade, and cities influenced the development and expansion of Islamic civilization. Religion, leadership, and cultural exchange shaped the growth and spread of Islam.	SS.BH2.a.m SS.BH3.a.m SS.Geog2.c.m SS.Hist1.a.m	Formative Assessments: End-of-lesson checks Online self-check quizzes Timeline builder activities Class discussion responses Map and geography activities Vocabulary checks Teacher observation during group activities Summative Assessment: Topic 11 assessment	Describe the impact of the environment on Arabia Explain why Muhammad's move from Mecca to Medina was important Describe the impact of trade and city growth on Islamic civilization Explain how Islam developed and changed after the death of Muhammad Analyze the spread of Islam across multiple cultures and empires Construct timelines of key events, people, and periods of history Identify how Muslim rulers encouraged learning, science, and mathematics Explain major characteristics of Islamic art and literature	Group read-aloud of textbook sections Timeline builder activities Classroom discussions Classroom anchor charts KWL chart Think-pair-share Map and geography analysis Vocabulary instruction Teacher modeling and direct instruction	Core Resource: Savvas Realize: World History myWorld Interactive Supplemental Resource: World History myWorld Interactive online platform; Active Atlas; classroom atlases; teacher-created, standards-aligned activities

6th Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
----------	---	---------------------------------	-------------	--	--	----------------------

1st Quarter - Unit 1	Short Stories, Nonfiction, Greek Mythology, and Vocabulary Development Essential Questions: How can readers use context clues, Greek and Latin roots, and word parts to determine meaning? How do readers identify main idea, theme, and author's purpose across literary and informational texts? How can readers cite evidence, summarize, and make connections across texts? Enduring Understandings: Readers use context clues, word parts, and prior knowledge to understand unfamiliar vocabulary. Readers analyze theme, main idea, author's purpose, and text evidence to deepen comprehension. Literary and informational texts can be connected to other texts, personal experiences	RL.6.1 RL.6.2 RL.6.4 RI.6.1 RI.6.2 RI.6.9 W.6.9 SL.6.1 SL.6.4 L.6.4 L.6.5 L.6.6	Formative Assessments: Vocabulary quizzes Exit tickets Google Forms checks Daily reading responses Text evidence responses Workshop center tasks IXL skill checks Summative Assessments: Unit test Reading comprehension project or written response	Use context clues to determine the meaning of unfamiliar words Use Greek and Latin roots, affixes, and word parts to support vocabulary development Determine theme or main idea in literary and informational texts Summarize texts in chronological or logical order Identify author's purpose and intent Make connections among texts and between texts and real-world experiences Cite textual evidence to support responses Compare literary and informational texts on similar topics	Close reading of literary and informational texts Vocabulary instruction using Sadlier word work Greek and Latin root practice Teacher modeling and think-alouds Guided reading and whole-group discussion Workshop centers Graphic organizers for theme, main idea, and text evidence Collaborative discussion Written responses using text evidence	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level A; HMH Journeys Close Reader Grade 6; HMH Literacy and Language Guide Grade 6 Supplemental Resource: Teacher-provided short stories, nonfiction texts, and mythology selections; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned reading activities
2nd Quarter - Unit 2	Novel Study, Drama, Poetry, and Literary Analysis Essential Questions: How do characters, plot, theme, and story elements develop over the course of a text? How do figurative language, literary devices, drama, and poetry contribute to meaning? How can readers cite evidence and paraphrase to explain their understanding of a text? Enduring Understandings: Readers analyze characters, plot, theme, structure, and literary devices to understand literature. Drama, poetry, and novels use different structures and techniques to develop meaning.	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RI.6.9 W.6.3 W.6.9 SL.6.1 SL.6.4 L.6.4 L.6.5 L.6.6	Formative Assessments: Vocabulary quizzes Exit tickets Google Forms checks Daily reading responses Text evidence responses Workshop center tasks Drama or performance practice IXL skill checks Summative Assessments: Unit test Novel study project Performance or presentation task	Analyze character development, plot development, and theme Identify and explain elements of a story Use a plot diagram or story structure organizer Analyze figurative language and literary devices Use context clues and word parts to determine vocabulary meaning Cite textual evidence to support claims and responses Paraphrase information from a text Compare texts, genres, or literary elements Participate in discussions and presentations connected to reading	Novel study lessons Close reading of selected passages Vocabulary instruction using Sadlier word work Teacher modeling and think-alouds Literature discussion Plot diagram and story element organizers Drama and performance-based activities Workshop centers Written responses using text evidence Collaborative discussion	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level A; HMH Journeys Close Reader Grade 6; HMH Literacy and Language Guide Grade 6; The City of Ember by Jeanne DuPrau Supplemental Resource: Teacher-provided drama and poetry selections; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned reading activities
3rd Quarter - Unit 3	African American and Diverse Authors: Fiction, Nonfiction, Identity, and Perspective Essential Questions: How do diverse authors use fiction and nonfiction to communicate identity, culture, and point of view? How can readers connect an author's purpose to life experiences, historical context, or world events? How do readers evaluate reliability, perspective, and meaning across texts? Enduring Understandings: Authors use fiction and nonfiction to express perspective, identity, culture, tradition, and lived experience. Readers analyze author's purpose, point of view, and context to better understand a text. Reading diverse texts helps students make Fiction, Figurative Language, Word Choice, and Author's Craft	RL.6.1 RL.6.2 RL.6.3 RI.6.1 RI.6.2 RI.6.6 RI.6.9 W.6.1 W.6.9 SL.6.1 SL.6.4 L.6.4 L.6.5 L.6.6	Formative Assessments: Vocabulary quizzes Exit tickets Google Forms checks Daily reading responses Text evidence responses Independent reading log entries Workshop center tasks IXL skill checks Summative Assessments: Unit test Written response or project connected to diverse authors/texts	Analyze point of view and author's purpose in fiction and nonfiction Explain how identity, culture, tradition, and life experiences are represented in texts Use context clues and word parts to determine vocabulary meaning Cite textual evidence to support analysis and discussion Compare fictional and informational texts connected to similar topics or themes Evaluate reliability and perspective in informational texts Make connections between texts, historical context, world events, and personal experiences Participate in discussions about diverse texts and perspectives	Close reading of fiction and nonfiction texts Vocabulary instruction using Sadlier word work Teacher modeling and think-alouds Author's purpose and point of view analysis Independent reading logs Text comparison activities Collaborative discussion Workshop centers Written responses using text evidence	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level A; HMH Journeys Close Reader Grade 6; HMH Literacy and Language Guide Grade 6 Supplemental Resource: Teacher-provided texts by African American and diverse authors, including excerpts from Malcolm X biography, The Watsons Go to Birmingham, Langston Hughes, Mahmoud Darwish, and other selected texts; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned reading activities
4th Quarter - Unit 4	Essential Questions: How do authors use figurative language, word choice, tone, and voice to create meaning? How can readers use an author's biography, context, and language choices to make inferences? How does vocabulary development support comprehension across different texts and contexts? Enduring Understandings: Authors use figurative language, connotation, denotation, tone, voice, and word choice to shape meaning. Readers analyze author's craft to understand mood, perspective, identity, and theme.	RL.6.1 RL.6.2 RL.6.3 RI.6.4 RI.6.5 RI.6.6 RI.6.9 W.6.3 W.6.9 SL.6.1 SL.6.4 L.6.4 L.6.5 L.6.6	Formative Assessments: Vocabulary quizzes Exit tickets Google Forms checks Daily reading responses Figurative language checks Text evidence responses Workshop center tasks IXL skill checks Summative Assessments: Unit test Literary analysis response or project	Analyze figurative language and literary devices Explain denotation, connotation, tone, mood, and voice Use context clues and word parts to determine vocabulary meaning Analyze how word choice affects meaning and audience Make inferences using text evidence and author/context information Analyze author's craft, theme, and character development Differentiate between literary and informational texts when appropriate Use academic and text-specific vocabulary in discussion and writing	Close reading of literary texts Vocabulary instruction using Sadlier word work Teacher modeling and think-alouds Figurative language and author's craft mini-lessons Whole-group and workshop reading text annotation Graphic organizers for tone, mood, voice, and word choice Collaborative discussion Written responses using text evidence	Core Resource: Sadlier Vocabulary Workshop Enriched Edition Level A; HMH Journeys Close Reader Grade 6; HMH Literacy and Language Guide Grade 6; The Little Prince by Antoine de Saint-Exupéry Supplemental Resource: Teacher-provided fictional texts and literature selections; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned reading activities

6th Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Spelling, Sentence Structure, Nouns, Punctuation, Writing Process, and Speech Foundations Essential Questions: How do spelling patterns, syllables, and word analysis help writers spell and understand words? How do sentence parts, nouns, punctuation, and sentence structure support clear writing? How do the writing process and 6+1 Traits help writers develop narrative and persuasive pieces? How is speech writing different from essay writing? Enduring Understandings: Writers use spelling patterns, grammar, punctuation, and sentence structure to communicate clearly. The writing process and 6+1 Traits help writers plan, draft, revise, edit, and strengthen their work. Effective speakers organize ideas for an audience and present with clarity and confidence.	W.6.1 W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 W.6.9 SL.6.1 SL.6.3 SL.6.4 L.6.1 L.6.2 L.6.3 L.6.5 L.6.6	Formative Assessments: Spelling quizzes Grammar checks Workbook practice checks Writing drafts Rubric-based revision checks Speech practice Teacher conferences Summative Assessments: End-of-unit test Rubric-scored essay Speech or oral presentation	Apply spelling patterns, including short and long vowels Identify and use complete subjects, predicates, verb phrases, compound sentence parts, and sentence types Identify and use singular, plural, and possessive nouns Apply capitalization, punctuation, commas, semicolons, colons, and apostrophes correctly Use the writing process to plan, draft, revise, edit, and publish writing Apply the 6+1 Traits to improve writing quality Develop narrative and persuasive writing with clear purpose and audience Differentiate between essay writing and speech writing Present ideas clearly in front of an audience	Explicit spelling instruction Grammar mini-lessons Sentence combining and sentence structure practice Teacher modeling and guided practice Writing workshop Use of rubrics for revision Peer review and editing Speech writing practice Oral presentation practice Individual and small-group conferences	Core Resource: HMH Journeys Close Reader Grade 6; HMH Writing Handbook Grade 6; Sadlier Vocabulary Workshop Enriched Edition Level A Supplemental Resource: Grammar workbook materials; spelling workbook materials; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned language arts activities

2nd Quarter - Unit 2	Spelling Patterns, Pronouns, Verbs, Persuasive Writing, and Debate Essential Questions: How do controlled vowels, suffixes, silent consonants, and spelling patterns help writers spell and understand words? How do pronouns and verbs improve sentence clarity and variety? How do writers develop persuasive arguments using reasons, evidence, analysis, and organization? How can public speaking and multimedia support an effective debate or presentation? Enduring Understandings: Writers use spelling patterns, grammar, and word study to strengthen communication. Pronouns, verbs, and subject-verb agreement help writers create clear and grammatically correct sentences. Persuasive writers and speakers use claims, evidence, reasoning, organization, and audience awareness to communicate effectively.	W.6.1 W.6.2 W.6.3 W.6.4 W.6.5 W.6.6 SL.6.1 SL.6.4 SL.6.5 L.6.1 L.6.2 L.6.3 L.6.5 L.6.6	Formative Assessments: Spelling quizzes Grammar checks Workbook practice checks Persuasive writing drafts Debate preparation notes Rubric-based revision checks IXL skill checks Summative Assessments: End-of-unit test Rubric-scored persuasive essay In-class debate or oral presentation	Apply spelling patterns, including IE/EI, r-controlled vowels, final syllables, silent consonants, and suffixes Identify and use subject, object, and possessive pronouns Identify and use action verbs, linking verbs, predicate words, and principal parts of verbs Apply subject-verb agreement in sentence writing Develop persuasive writing with a clear claim, reasons, evidence, and analysis Use transitions and organization to strengthen an argument Revise and edit writing using the writing process and 6+1 Traits Use multimedia appropriately to support presentations Apply public speaking skills in debate or presentation settings	Explicit spelling instruction Grammar mini-lessons Subject-verb agreement practice Teacher modeling and guided practice Writing workshop Point-evidence-analysis writing practice Peer review and editing Debate preparation and discussion protocols Multimedia presentation practice Oral presentation practice	Core Resource: HMH Journeys Close Reader Grade 6; HMH Writing Handbook Grade 6; Sadlier Vocabulary Workshop Enriched Edition Level A Supplemental Resource: Grammar workbook materials; spelling workbook materials; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned language arts activities
3rd Quarter - Unit 3	Word Study, Modifiers, Expository Writing, Research, MLA, and Presentation Skills Essential Questions: How do suffixes, prefixes, compound words, and spelling patterns help writers spell and understand words? How do adjectives, adverbs, prepositional phrases, and conjunctions improve sentence fluency and detail? How do writers develop expository and research writing using factual evidence and proper citation? How can speakers present research clearly and formally? Enduring Understandings: Writers use word study, grammar, and sentence structure to improve clarity and fluency. Expository and research writing informs readers using facts, evidence, organization, and citation. Effective presenters use formal language, clear organization, and appropriate voice to communicate research.	W.6.2 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 SL.6.1 SL.6.2 SL.6.3 SL.6.4 SL.6.5 L.6.1 L.6.2 L.6.3 L.6.5 L.6.6	Formative Assessments: Spelling quizzes Grammar checks Workbook practice checks Research notes MLA citation practice Writing drafts Rubric-based revision checks IXL skill checks Summative Assessments: End-of-unit test MLA citation expository or research paper Research presentation	Apply spelling patterns, including suffixes, prefixes, compound words, and double consonants Identify and use adjectives, adverbs, prepositional phrases, conjunctions, and interjections Use modifiers and varied sentence structures to improve sentence fluency Develop expository writing that informs readers about a topic Conduct short research using relevant information from sources Use MLA formatting, bibliography, and in-text citation when appropriate Revise and edit writing using the writing process and 6+1 Traits Distinguish formal and informal language Present research clearly to an audience	Explicit spelling instruction Grammar mini-lessons Sentence fluency practice Teacher modeling and guided practice Writing workshop Research note-taking instruction MLA citation practice Peer review and editing Rubric-based revision Oral presentation practice	Core Resource: HMH Journeys Close Reader Grade 6; HMH Writing Handbook Grade 6; Sadlier Vocabulary Workshop Enriched Edition Level A Supplemental Resource: Grammar workbook materials; spelling workbook materials; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned language arts activities
4th Quarter - Unit 4	Greek and Latin Roots, Punctuation, Prepositions, Narrative/Creative Writing, and Presentation Skills Essential Questions: How do prefixes, suffixes, roots, homographs, abbreviations, and acronyms support spelling and vocabulary development? How do punctuation and prepositional phrases help writers create clear and detailed sentences? How is narrative and creative writing different from other forms of writing? How can writers use point of view, descriptive language, and voice to entertain an audience? Enduring Understandings: Writers use word study, grammar, punctuation, and vocabulary knowledge to strengthen communication. Narrative and creative writing use point of view, descriptive language, precise word choice, and	W.6.3 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.9 SL.6.1 SL.6.3 SL.6.4 SL.6.5 L.6.1 L.6.2 L.6.3 L.6.5 L.6.6	Formative Assessments: Spelling quizzes Grammar checks Workbook practice checks Narrative or creative writing drafts Rubric-based revision checks Presentation practice Debate preparation IXL skill checks Summative Assessments: End-of-unit test Rubric-scored narrative or creative writing piece Oral presentation or mock debate	Apply word study skills with prefixes, suffixes, roots, homographs, abbreviations, and acronyms Use punctuation correctly, including commas, semicolons, and related conventions Identify and use prepositions and prepositional phrases Use the writing process to develop narrative and creative writing Write narratives with point of view, descriptive language, precise word choice, and voice Apply the 6+1 Traits to revise and strengthen writing Edit writing for grammar, punctuation, spelling, and clarity Present creative writing or debate ideas clearly to an audience Use formal and informal language appropriately depending on task and audience	Explicit spelling instruction Greek and Latin root study Grammar and punctuation mini-lessons Teacher modeling and guided practice Writing workshop Narrative and creative writing practice Peer review and editing Rubric-based revision Oral presentation practice Debate preparation and discussion protocols	Core Resource: HMH Journeys Close Reader Grade 6; HMH Writing Handbook Grade 6; Sadlier Vocabulary Workshop Enriched Edition Level A Supplemental Resource: Grammar workbook materials; spelling workbook materials; Canva presentations; content-specific writing centers; IXL; teacher-created, standards-aligned language arts activities