

**Strategic Writing Plan- Jackson-Madison County Schools
Grade Level: Sixth Grade**

Ongoing Expectations :

- Teach students to analyze and dissect writing prompts.
- Teach students the criteria used by the state to score writing prompts. (state rubric)

First Nine Weeks

Writing Conventions		Writing Processes		Writing Applications		Research	
Conceptual Strand 1: Standard American English conventions and vocabulary are essential communication and to success in college classrooms and workplaces.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 3: The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.		Conceptual Strand 4: Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.	
Checks for Understanding	SPI's	GLE/Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Pre-Writing: Use prewriting tools (webbing, graphing, etc. to pre-write) GLE 0601.3.2	Pre-Writing: Identify the purpose for writing (i.e. to inform, to describe, to explain, to persuade) SPI 06.1.3.1	Use accurate and available vocabulary to convey meaning. CFU 0601.3.3		Embed quotations and graphics from other sources, when appropriate CFU 0601.3.16	
		Create writings for a variety of audiences and a variety of purposes GLE 0601.3.1	Identify the audience for which a text is written SPI 0601.3.2				
		Use student interest to develop appropriate topics for writing and generate interesting topics. CFU 0601.3.4	Use notes to complete a graphic organizer for a writing selection SPI 0601.3.11				
		Drafting: Create writings for a variety of audiences and a variety of purposes CFU 0601.3.1	Drafting: Meet the needs of the audience and purpose by developing related details SPI 0601.3.6				
		Use prewriting tools (webbing, graphing, etc. to pre-write) CFU 0601.3.2					

	<p>Revising: Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily). CFU 0601.3.7</p>	<p>Revising:</p>				
	<p>Editing: Begin to recognize editing and revising strategies in written works. GLE 0601.3.4</p>	<p>Editing:</p>				
	<p>CFU 0601.3.10 Use accurate and precise language to communicate meaning.</p>					

Second Nine Weeks

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Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Drafting: Create a thesis statement and include related facts, details, reasons, and examples that support the thesis. CFU 0601.3.5	Drafting: Select an appropriate thesis statement for a writing sample. SPI 0601.3.3	Select a medium or format suitable to purpose for writing, and maintain focus on the purpose. CFU 0601.3.3		(Research) Connect ideas using a variety of transition/changing strategies. CFU 0601.4.13	
		Develop important details or reasons in a manner that meets the needs of the audience and purpose. CFU 0601.3.6	Pick a fitting concluding sentence for a well-developed paragraph. SPI 0601.3.9	Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate)			
		Make notes on text, and identify main and supporting ideas. CFU 0601.3.17	Select a fitting title that reflects the topic of a written selection. SPI 0601.3.10	Provide correct and related support for the main points in the text.			
		Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions. GLE 0601.3.3	Select correct time-order or transitional words/phrases to enhance the flow of a writing sample. SPI 0601.3.8	Follow customary formats (e.g., use salutation, closing, and signature for business letters, and format for memos.)			
		Editing: Use appropriate and helpful words and phrases to show the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution) CFU 0601.3.8	Editing:				
		Use notes to complete a graphic organizer for a writing selection CFU 0601.3.11					

	<p>Publishing: Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. CFU 0601.3.20</p>	<p>Publishing:</p>				
	<p>Revising: Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions). CFU 061.3.13</p>	<p>Revising:</p>				

Third Nine Weeks

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Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
<p>See Language Arts Guide</p>		<p>Drafting: (Research) Craft a conclusion in which the end is provided, such as by restating the topic and summarizing findings. CFU 0601.4.15</p>	<p>Drafting: Rearrange multi-paragraphed work in a logical and coherent order. SPI 0601.3.4</p>	<p>Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone. CFU 0601.3.3</p>	<p>Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language. SPI 0601.3.12</p>	<p>Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources CFU 0601.3.16</p>	<p>Select illustrations, descriptions, and/or facts to support main ideas. SPI 0601.3.5</p>
		<p>Revising: Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending. 0601.3.19</p>	<p>Revising: Identify sentences that are not relevant to a paragraph's theme or flow. SPI 0601.3.7</p>				
		<p>(Research) Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect) CFU 0601.4.14</p>					
		<p>Editing: Edit to craft a tone</p>	<p>Editing:</p>				

	that is suitable for the topic and audience, and supports the purpose. 0601.3.14					
	Publishing: (Research) Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language. CFU 0601.4.12	Publishing:				

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Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's	Checks for Understanding	SPI's
See Language Arts Guide		Drafting: Use language that conveys or shows the writer's point of view. CFU 0601.3.15	Drafting:	Respond to opposing viewpoints and/or anticipate and answer possible questions from audience. CFU 0601.3.3		Acknowledge source material when other sources are used or referenced (such as in research, informational or literary essays) stick to the following: <ul style="list-style-type: none"> ▪ Acknowledge source material (e.g., list sources). ▪ Understand the differences between/among quoting, paraphrasing, and summarizing. ▪ Quote, paraphrase, or summarize text, ideas, or other information taken from print or other electronic sources. ▪ Embed quotations and graphics from other sources, when appropriate ▪ Understand the differences between and among quoting, paraphrasing, and summarizing. CFU 0601.3.16	
		Publishing: Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays). CFU 0601.3.22	Publishing:				

