

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Fix It! Grammar

**Subject:** Language Arts

**Grade:** 6

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Language Arts**

Grade: 6 - Adopted: 2016

**STRAND /  
STANDARD /  
COURSE**

**6-12 LANGUAGE STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>L.CSE.1</b>	<b>Conventions of Standard English - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>LEARNING EXPECTATION</b>	<b>6.L.CSE.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage.</b>

INDICATOR 6.L.CSE.1 When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement).

a.

**Fix It! Grammar**

Week 01

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INDICATOR 6.L.CSE.1 When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.

1.b.

**Fix It! Grammar**

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INDICATOR 6.L.CSE. When reading and listening, explain the function of phrases and clauses.  
1.c.

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**6-12 LANGUAGE STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>L.CSE.2</b>	<b>Conventions of Standard English - Standard 2</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

LEARNING EXPECTATION 6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

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**STRAND / STANDARD / COURSE**

**6-12 LANGUAGE STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>LEARNING EXPECTATION</b>	6.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.

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INDICATOR 6.L.VAU. Use context as a clue to the meaning of a word or a phrase.  
4.a.

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INDICATOR 6.L.VAU. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.  
4.c.

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**6-12 LANGUAGE STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

LEARNING EXPECTATION 6.6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**STRAND / STANDARD / COURSE**

**READING STANDARDS - LITERATURE**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>R.RRTC. 10.</b>	<b>Range of Reading and Level of Text Complexity - Standard 10</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.</b>

LEARNING EXPECTATION 6.RL.RRT C.10. Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

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**SPEAKING AND LISTENING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	SL.CC.1	<b>Comprehension and Collaboration - Standard 1</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>

LEARNING EXPECTATION 1 6.SL.CC. Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

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**STRAND / STANDARD / COURSE**

**WRITING STANDARDS**

<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>W.PDW. 5</b>	<b>Production and Distribution of Writing - Standard 5</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>		<b>Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>



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LEARNING EXPECTATION	6.W.PDW .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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
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