

Main Criteria: Investigations in Writing

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 6

Investigations in Writing

Lesson 01: Unit 1: Note Making and Outlines, p. 11-18

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.
INDICATOR	6.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction 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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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION 6.W.RBP K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Lesson 02: Unit 2: Writing from Notes, p. 19-28

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 6.RI.KID.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 6.RI.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING EXPECTATION 6.RI.RRTC.10. Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 6.SL.CC.1 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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION

6.SL.PKI.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

6.W.TTP.1.i.

Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

6.W.TP.2.a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

6.W.TP.2.b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

6.W.TP.2.c.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR

6.W.TP.2.d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR

6.W.TP.2.e.

Craft an effective and relevant conclusion.

INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

INDICATOR

6.L.VAU.4.a.

Use context as a clue to the meaning of a word or a phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction 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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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	6.W.PD W.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	6.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	6.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	6.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 6.RI.KID.2. Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 6.RI.KID.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 6.RI.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING EXPECTATION 6.RI.RRTC.10. Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 6.SL.CC.1 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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION

6.SL.PKI.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

6.W.TTP.1.i.

Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

6.W.TP.2.a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

6.W.TP.2.b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

6.W.TP.2.c.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR

6.W.TP.2.d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION

6.W.PD
W.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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION

6.W.PD
W.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION

6.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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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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STRAND / STANDARD / COURSE **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	6.SL.CC.1	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 **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

INDICATOR

6.L.VAU.
4.a.

Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

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.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RL.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 6.RL.KID.3. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION 6.RL.CS.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION 6.RL.RRTC.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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PDW.4 W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

INDICATOR

6.L.VAU.
4.a.

Use context as a clue to the meaning of a word or a phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	6.RL.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	6.RL.KID.3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	6.RL.CS.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

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.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP.3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

6.W.PD
W.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING
EXPECTATION

6.W.RW.
10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 08: Unit 3: Retelling Narrative Stories, p. 65-74

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	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.4.a. Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION 6.RL.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION

6.RL.KID.3.

Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION

6.RL.CS.5.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

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

LEARNING EXPECTATION

6.RL.RRTC.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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

6.SL.CC.1

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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION

6.SL.PKI.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

6.W.TTP.1.i.

Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

6.W.TP.2.j.

Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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LEARNING EXPECTATION 6.W.PD Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
W.6

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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LEARNING EXPECTATION 6.W.RBP Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
K.9

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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LEARNING EXPECTATION 6.W.RW. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 09: Unit 4 Summarizing a Reference, p. 75-82

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING
EXPECTATION

6.W.PD
W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

6.W.PD
W.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION

6.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 10: Unit 4 Summarizing a Reference, p. 83-90

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION

6.RI.KID.1.

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION

6.RI.KID.2.

Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION

6.RI.KID.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION 6.RI.CS.4
 . Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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

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

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 6.SL.CC.1
 1 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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.SL.PKI.4
 4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR 6.W.TTP.1.i. Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.TP.2.a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR 6.W.TP.2.b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR 6.W.TP.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR 6.W.TP.2.d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR 6.W.TP.2.e. Craft an effective and relevant conclusion.

INDICATOR 6.W.TP.2.g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR 6.W.TP.2.h. Use precise language and domain-specific vocabulary.

INDICATOR 6.W.TP.2.j. Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD
W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION 6.W.RBP
K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 6.W.RBP
K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW.
10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 11: Unit 4 Summarizing a Reference, p. 91-100

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION	6.RI.KID.1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND / STANDARD / COURSE **READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION	6.W.PD W.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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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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LEARNING EXPECTATION	6.W.PD W.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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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
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LEARNING EXPECTATION	6.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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Lesson 14: Unit 5 Writing from Pictures, p. 119-127

Language Arts

Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

6.SL.CC.
1

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD
W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD
W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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LEARNING EXPECTATION 6.W.PD
W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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LEARNING EXPECTATION 6.W.RBP
K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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LEARNING EXPECTATION 6.W.RW.
10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 15: Unit 5 Writing from Pictures, p. 127-134

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

6.SL.CC.
1

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

6.SL.PKI.
4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP. 1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR 6.W.TTP.
1.h. Use varied sentence structure to enhance meaning and reader interest.

INDICATOR 6.W.TTP.
1.i. Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.TP.2.
i. Use varied sentence structure to enhance meaning and reader interest.

INDICATOR 6.W.TP.2.
j. Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR 6.W.TTP.
3.b. Organize an event sequence that unfolds naturally and logically.

INDICATOR	6.W.TTP. 3.c.	Create a smooth progression of experiences or events.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD
W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD
W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	6.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION	6.W.RW. 10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

INDICATOR	6.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
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**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING
EXPECTATION

6.RI.KID.
1.

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING
EXPECTATION

6.RI.KID.
2.

Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING
EXPECTATION

6.RI.KID.
3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING
EXPECTATION

6.RI.CS.4
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Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING
EXPECTATION

6.RI.RRTC
C.10.

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION

6.SL.CC.
1

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

6.SL.PKI.
4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.TP.2. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR 6.W.TTP.3.d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR 6.W.TTP.3.g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
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LEARNING EXPECTATION 6.W.RBP K.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
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LEARNING EXPECTATION 6.W.RBP K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-148

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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LEARNING EXPECTATION 6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING EXPECTATION	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction 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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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP. 3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	6.W.PD W.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	6.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8

INDICATOR	6.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE	6-12 LANGUAGE STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RI.KID. 1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID. 2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING EXPECTATION	6.RI.RRTC.C.10.	Read and comprehend a variety of literary nonfiction 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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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

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

LEARNING
EXPECTATION6.W.PD
W.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.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING
EXPECTATION6.W.RBP
K.7

Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION6.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Lesson 19: Unit 6 Summarizing Multiple References, p. 167-175

Tennessee Academic Standards**Language Arts**

Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE****6-12 LANGUAGE STANDARDS**

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

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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LEARNING EXPECTATION	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	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.4.a.	Use context as a clue to the meaning of a word or a phrase.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	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 – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION

6.RI.KID.1.

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION

6.RI.KID.2.

Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION

6.RI.KID.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION

6.RI.CS.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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

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

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 6.SL.CC. 1 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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.SL.PKI. 4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP. 1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR 6.W.TTP. 1.h. Use varied sentence structure to enhance meaning and reader interest.

INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	6.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	6.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	6.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 6.SL.CC.1 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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR 6.W.TTP.1.h Use varied sentence structure to enhance meaning and reader interest.

INDICATOR 6.W.TTP.1.i Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. f.	Include formatting, graphics, and multimedia when appropriate.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 6.W.RBP. K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 21: Unit 7 Inventive Writing, p. 181-190

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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING
EXPECTATION

6.W.PD
W.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING
EXPECTATION

6.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING
EXPECTATION

6.W.RW.
10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND /
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6-12 LANGUAGE STANDARDS

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

LEARNING
EXPECTATION6.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.

STRAND /
STANDARD /
COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING
EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND /
STANDARD /
COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING
EXPECTATION6.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.

STRAND /
STANDARD /
COURSE

SPEAKING AND LISTENING STANDARDS

INDICATOR	6.W.TP.2. a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. f.	Include formatting, graphics, and multimedia when appropriate.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	6.W.PD W.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	6.W.TP.2.f.	Include formatting, graphics, and multimedia when appropriate.
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INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.
STRAND / STANDARD / COURSE	WRITING STANDARDS	

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
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INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE	WRITING STANDARDS	
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CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE	WRITING STANDARDS	
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CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	6.W.PD W.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.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	6.W.PD W.6	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	6.W.RBP K.8	Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	6.W.RBP K.9	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

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.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION

6.RI.KID.1.

Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION

6.RI.KID.2.

Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION

6.RI.KID.3.

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION

6.RI.CS.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

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

LEARNING EXPECTATION

6.RI.RRTC.10.

Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

6.SL.CC.1

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.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION

6.SL.PKI.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR 6.W.TTP.1.h. Use varied sentence structure to enhance meaning and reader interest.

INDICATOR 6.W.TTP.1.i. Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE****WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR 6.W.TP.2.a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR 6.W.TP.2.b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR 6.W.TP.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR 6.W.TP.2.d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR 6.W.TP.2.e. Craft an effective and relevant conclusion.

INDICATOR 6.W.TP.2.g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

INDICATOR 6.W.TP.2.h. Use precise language and domain-specific vocabulary.

INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
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LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
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INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
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INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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**STRAND /
STANDARD /
COURSE****6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

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

**STRAND /
STANDARD /
COURSE****6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION 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.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	6.RI.IKI.7.	Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction 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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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION 6.W.RBP K.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION 6.W.RBP K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW. 10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.

LEARNING EXPECTATION

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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	6.SL.CC.1	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 **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
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INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 6.W.RBP K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

LEARNING EXPECTATION	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.4.a. Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION 6.RL.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION 6.RL.KID.3. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION 6.RL.CS.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION 6.RL.RRTC.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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 6.SL.CC.1 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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION 6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
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INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

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

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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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 6.W.RBP K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Lesson 28: Unit 9 Formal Critique, p. 243-250

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LEARNING EXPECTATION	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.
INDICATOR	6.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RL.KID. 2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	6.RL.CS. 5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RI.KID. 1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID. 2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS – INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION

6.SL.PKI.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LEARNING EXPECTATION

6.W.TTP.1

Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR

6.W.TTP.1.h.

Use varied sentence structure to enhance meaning and reader interest.

INDICATOR

6.W.TTP.1.i.

Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LEARNING EXPECTATION

6.W.TP.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR

6.W.TP.2.a.

Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

INDICATOR

6.W.TP.2.b.

Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

INDICATOR

6.W.TP.2.c.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

INDICATOR

6.W.TP.2.d.

Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

INDICATOR

6.W.TP.2.e.

Craft an effective and relevant conclusion.

INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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

LEARNING EXPECTATION

6.W.PD
W.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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION

6.W.PD
W.6

Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION

6.W.RBP
K.8

Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

LEARNING EXPECTATION	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.4.a. Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION 6.RL.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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LEARNING EXPECTATION 6.RL.KID.3. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION 6.RL.CS.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION 6.RL.RRTC.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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 6.SL.CC.1 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.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION 6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.

INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2.b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
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INDICATOR	6.W.TP.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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INDICATOR	6.W.TP.2.d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
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INDICATOR	6.W.TP.2.e.	Craft an effective and relevant conclusion.
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INDICATOR	6.W.TP.2.g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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INDICATOR	6.W.TP.2.h.	Use precise language and domain-specific vocabulary.
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INDICATOR	6.W.TP.2.i.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TP.2.j.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

INDICATOR	6.W.TTP.3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
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INDICATOR	6.W.TTP.3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
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INDICATOR	6.W.TTP.3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
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INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	6.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

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

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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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION 6.W.RBP K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 6.W.RBP K.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING EXPECTATION 6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

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Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING EXPECTATION

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		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.
LEARNING EXPECTATION	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.

INDICATOR

6.L.VAU.4.a.

Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION 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.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LEARNING EXPECTATION 6.RL.KID.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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LEARNING EXPECTATION 6.RL.CS.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION 6.RI.KID.1. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID.2.	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRTC.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE	SPEAKING AND LISTENING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1

GUIDING QUESTION / LEARNING EXPECTATION		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.
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LEARNING EXPECTATION	6.SL.CC.1	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

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	6.SL.PKI.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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LEARNING EXPECTATION	6.W.TTP.1	Write arguments to support claims with clear reasons and relevant evidence.
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INDICATOR	6.W.TTP.1.h.	Use varied sentence structure to enhance meaning and reader interest.
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INDICATOR	6.W.TTP.1.i.	Establish and maintain a formal style.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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LEARNING EXPECTATION	6.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATOR	6.W.TP.2.a.	Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
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INDICATOR	6.W.TP.2. b.	Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	6.W.TP.2. d.	Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
INDICATOR	6.W.TP.2. e.	Craft an effective and relevant conclusion.
INDICATOR	6.W.TP.2. g.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
INDICATOR	6.W.TP.2. h.	Use precise language and domain-specific vocabulary.
INDICATOR	6.W.TP.2. i.	Use varied sentence structure to enhance meaning and reader interest.
INDICATOR	6.W.TP.2. j.	Establish and maintain a formal style.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP. 3.d.	Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
INDICATOR	6.W.TTP. 3.e.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
INDICATOR	6.W.TTP. 3.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 6.W.PD W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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

LEARNING EXPECTATION 6.W.PD W.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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION 6.W.PD W.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION 6.W.RBP K.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK. 9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING
EXPECTATION

6.W.RBP
K.9

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING
EXPECTATION

6.W.RW.
10

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.