

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Tennessee Academic Standards
Language Arts
 Grade 6 - Adopted: 2016

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

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| CONCEPTUAL STRAND / GUIDING QUESTION | L.CSE.1 | Conventions of Standard English - Standard 1 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
| INDICATOR | 6.L.CSE.1 .a. | When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). |
| INDICATOR | 6.L.CSE.1 .b. | When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. |
| INDICATOR | 6.L.CSE.1 .c. | When reading and listening, explain the function of phrases and clauses. |

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

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

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| 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 – INFORMATIONAL TEXT

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| 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

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| 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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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.RICS.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

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| 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.RICS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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.RIRRT 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

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| 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

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| 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

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| 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.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.h. Use precise language and domain-specific vocabulary.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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.g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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

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| 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. |

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| LEARNING EXPECTATION | 6.W.PDW .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

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| 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. |

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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

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| 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. |

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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. |
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STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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. |

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| LEARNING EXPECTATION | 6.W.RW.1 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |
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UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

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| CONCEPTUAL STRAND / GUIDING QUESTION | L.CSE.1 | Conventions of Standard English - Standard 1 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
| INDICATOR | 6.L.CSE.1.a. | When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). |
| INDICATOR | 6.L.CSE.1.b. | When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. |
| INDICATOR | 6.L.CSE.1.c. | When reading and listening, explain the function of phrases and clauses. |

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

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| 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

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| 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. |

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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

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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. |

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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

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| 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. |

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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

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| 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. |

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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

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| 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

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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

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| 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

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| 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.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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. |

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| 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

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| 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

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| 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. |

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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

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| 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. |

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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

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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. |

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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. |
| 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. 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

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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.g. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

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.) |

STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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.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

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| 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.PDW .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

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| 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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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

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| 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.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

**Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016**

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

| | | |
|---|----------------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | L.CSE.1 | Conventions of Standard English - Standard 1 |
|---|----------------|---|

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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
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INDICATOR 6.L.CSE.1 .a. When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement).

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

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

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 |
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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 – 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. |
|--|--|---|

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.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. 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. 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.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. |

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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 |
| 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.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. |

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| LEARNING EXPECTATION | 6.W.PDW .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 |
| 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

| | | |
|---|-----------|--|
| 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. |

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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. |
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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. |

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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. |
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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| INDICATOR | 6.L.CSE.1.a. | When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). |
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| INDICATOR | 6.L.CSE.1.b. | When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. |
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| INDICATOR | 6.L.CSE.1.c. | When reading and listening, explain the function of phrases and clauses. |
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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. |

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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.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. |
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LEARNING EXPECTATION 6.RL.CS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

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.CS.6. | Craft and Structure - Standard 6 |
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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Assess how point of view or purpose shapes the content and style of a text. |
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LEARNING EXPECTATION 6.RL.CS. 6. Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

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.

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 |
|---|----------------|---|

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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.a. | Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. |
| 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.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.PDW .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.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

| | | |
|---|----------------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | L.CSE.1 | Conventions of Standard English - Standard 1 |
|---|----------------|---|

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.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.RL.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

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. |

| | | |
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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.CS.6. | Craft and Structure - Standard 6 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Assess how point of view or purpose shapes the content and style of a text. |

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| LEARNING EXPECTATION | 6.RL.CS.6. | Explain how an author establishes and conveys the point of view of the narrator or speaker in a text. |
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STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

| | | |
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| 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. |

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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

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| 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

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| 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. |

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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.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. |

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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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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. |

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| INDICATOR | 6.W.TTP.3.a. | Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. |
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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 |
| 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 |
| 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.PDW .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.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

**Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016**

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

LEARNING EXPECTATION 6.L.CSE.1 **Demonstrate command of the conventions of standard English grammar and usage.**

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

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

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

**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.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. |

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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.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. |

| | | |
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| LEARNING EXPECTATION | 6.RL.CS. 4. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts. |
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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. |

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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.CS.6. | Craft and Structure - Standard 6 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Assess how point of view or purpose shapes the content and style of a text. |

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| LEARNING EXPECTATION | 6.RL.CS. 6. | Explain how an author establishes and conveys the point of view of the narrator or speaker in a text. |
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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 |
| 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. |
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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. |

| | | |
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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 |
| 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.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. |

| | | |
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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.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

| | | |
|---|---------|---|
| 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.a. | Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. |
| 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

| | | |
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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.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.PDW .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.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

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| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
|-----------------------------|------------------|--|

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

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 – 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.RICS.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.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.RICS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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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| 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 |
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| | | |
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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. |
|--|--|---|

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

WRITING STANDARDS

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

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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.)

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.PDW .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.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

LEARNING EXPECTATION 6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.

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

**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. |
|--|--|---|

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

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|---|---------|--|
| 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. |
|--|--|---|

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.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.RICS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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 C.10. 6.RIRRT 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 1 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

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

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

| | | |
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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. 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. 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

| | | |
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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.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. |

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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 |
| 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.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

| | | |
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| 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. |

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| LEARNING EXPECTATION | 6.W.PDW .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 |
| 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

| | | |
|---|-----------|--|
| 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. |

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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. |
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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. |

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

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

| | | |
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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 |
| 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.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.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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 **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.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.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.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

| | | |
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| 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.PDW .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

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| 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

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| 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.1 0 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.1 | Conventions of Standard English - Standard 1 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |

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

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. |

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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**

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| 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 – INFORMATIONAL TEXT**

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|---|-----------------|---|
| 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. |
|--|--|---|

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. |
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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.

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.

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.RICS.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.RIRRT 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

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. |

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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. |
| 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. 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.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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| 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.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 |
|---|-----------------|--|

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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. |
|--|--|---|

LEARNING EXPECTATION 6.W.PDW .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 |
|---|------------------|---|

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| 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 |
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| 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. |
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LEARNING EXPECTATION 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 5: WRITING FROM PICTURES Week 11 Page 99-106

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

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

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

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

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

| | | |
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| 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.RICS.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

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. |

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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. |

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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.h. | Use precise language and domain-specific vocabulary. |
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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

| | | |
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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. |

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| INDICATOR | 6.W.TTP.3.b. | Organize an event sequence that unfolds naturally and logically. |
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| INDICATOR | 6.W.TTP.3.c. | Create a smooth progression of experiences or events. |
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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.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. |

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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 |
| 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.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.PDW .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 |
| 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. |
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STRAND / STANDARD / COURSE

WRITING STANDARDS

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|---|-----------|--|
| 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. |
|----------------------|-----------|--|

UNIT 5: WRITING FROM PICTURES Week 12 Page 107-114

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

| | | |
|----------------------|-----------|---|
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
|----------------------|-----------|---|

| | | |
|-----------|--------------|---|
| INDICATOR | 6.L.CSE.1.a. | When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun antecedent agreement). |
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|-----------|--------------|--|
| INDICATOR | 6.L.CSE.1.b. | When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. |
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| | | |
|-----------|-----------|---|
| INDICATOR | 6.L.CSE.1 | When reading and listening, explain the function of phrases and clauses. .c. |
|-----------|-----------|---|

**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.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. |
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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 |
| 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 |
|---|-----------------|---|

| | | |
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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. |
|--|--|--|

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.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 **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.a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.

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.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.PDW .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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

LEARNING EXPECTATION 6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.

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

**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 – 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.IKI.9. | Integration of Knowledge and Ideas - Standard 9 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. |

LEARNING EXPECTATION 6.RI.IKI.9. Compare and contrast two or more authors' presentation of the same topic or event.

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 **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. 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. 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.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.PDW .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. |

| | | |
|----------------------|-----------|--|
| 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. |
|----------------------|-----------|--|

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 127-140

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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

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 – 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.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.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

| | | |
|--|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION | R.IKI.9. | Integration of Knowledge and Ideas - Standard 9 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. |

LEARNING EXPECTATION 6.RI.IKI.9. Compare and contrast two or more authors' presentation of the same topic or event.

**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**

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. 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. 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. |

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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. |

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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 |
| 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.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. |

| | | |
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| LEARNING EXPECTATION | 6.W.PDW .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 .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. |

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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. |
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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. |

| | | |
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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

| | | |
|---|-----------|--|
| 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. |

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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. |
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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. |

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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. |
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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

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 | 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

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.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.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.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.PDW .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. |

| | | |
|----------------------|----------|--|
| LEARNING EXPECTATION | 6.W.RW.1 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |
|----------------------|----------|--|

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

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

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

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 – 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.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.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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

| | | |
|--|-----------------|--|
| CONCEPTUAL STRAND / GUIDING QUESTION | R.IKI.9. | Integration of Knowledge and Ideas - Standard 9 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. |

LEARNING EXPECTATION . 6.RI.IKI.9. Compare and contrast two or more authors' presentation of the same topic or event.

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 **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.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.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.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.PDW .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. |

LEARNING EXPECTATION 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

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

**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 |
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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.6 | Vocabulary Acquisition and Use - Standard 6 |
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| | | |
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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. |
|--|--|---|

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. |
|--|--|---|

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

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. |
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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. 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. 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.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. |

| | | |
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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 |
| 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.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. |

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| LEARNING EXPECTATION | 6.W.PDW .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 .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. |

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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. |
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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. |

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| LEARNING EXPECTATION | 6.W.RW.1 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |
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UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE 6-12 LANGUAGE STANDARDS

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

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

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.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.h. Use precise language and domain-specific vocabulary.

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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. |

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| INDICATOR | 6.W.TTP. 3.a. | Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. |
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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.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.) |
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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.) |
|----------------------|------------|---|

**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.PDW.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.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

| | | |
|-----------------------------|------------------|--|
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
|-----------------------------|------------------|--|

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

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 **WRITING STANDARDS**

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|---|----------------|---|
| 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.i. Establish and maintain a formal style.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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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. 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. |

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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. |

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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 |
| 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.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. |

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| LEARNING EXPECTATION | 6.W.PDW .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

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| 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

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| 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.1 0 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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

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

| | | |
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| 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

| | | |
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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

| | | |
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| 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

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| 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

| | | |
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| 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

| | | |
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| 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

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| 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. |

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| LEARNING EXPECTATION | 6.RI.CS.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| CONCEPTUAL STRAND / GUIDING QUESTION | R.IKI.9. | Integration of Knowledge and Ideas - Standard 9 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. |

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| LEARNING EXPECTATION | 6.RI.IKI.9. | Compare and contrast two or more authors' presentation of the same topic or event. |
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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. |

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| 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

WRITING STANDARDS

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| 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. |

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| INDICATOR | 6.W.TTP.1.f. | Use precise language and content-specific vocabulary. |
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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

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| 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. 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

| | | |
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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.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

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| 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.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

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|---|-----------------|--|
| 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.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

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| 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.PDW .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

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| 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

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| 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.

STRAND / STANDARD / COURSE

WRITING STANDARDS

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| 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

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| 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.

**Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016**

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

| | | |
|---|----------------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | L.CSE.1 | Conventions of Standard English - Standard 1 |
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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |
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INDICATOR 6.L.CSE.1.c. When reading and listening, explain the function of phrases and clauses.

**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 – 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. |

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| LEARNING EXPECTATION | 6.RICS.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.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. |

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| LEARNING EXPECTATION | 6.RICS.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| CONCEPTUAL STRAND / GUIDING QUESTION | R.IKI.9. | Integration of Knowledge and Ideas - Standard 9 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. |

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| LEARNING EXPECTATION | 6.R.IKI.9. | Compare and contrast two or more authors' presentation of the same topic or event. |
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STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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| 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. |

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| LEARNING EXPECTATION | 6.R.I.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

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| 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

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. |

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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.d. | Use credible sources and demonstrate an understanding of the topic or source material. |
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| INDICATOR | 6.W.TTP.1.f. | Use precise language and content-specific vocabulary. |
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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

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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. |

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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. h. | Use precise language and domain-specific vocabulary. |
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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

| | | |
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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. |

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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. |

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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

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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. |

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| LEARNING EXPECTATION | 6.W.PDW .5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) |
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

| | | |
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| 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.PDW .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

| | | |
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| 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

| | | |
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| 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

| | | |
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| 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.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

UNIT 9: FORMAL CRITIQUE Week 22 Page 203-219

Tennessee Academic Standards
Language Arts
Grade 6 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

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

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

**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

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|---|----------------|--|
| 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. |
| 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**

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| CONCEPTUAL STRAND / GUIDING QUESTION | L.VAU.5 | Vocabulary Acquisition and Use - Standard 5 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

LEARNING EXPECTATION 6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

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

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| 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**

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|---|-----------------|---|
| 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**

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|---|----------------|---|
| 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. |
|--|--|---|

LEARNING EXPECTATION 6.RL.CS. 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

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

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| 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**

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| CONCEPTUAL STRAND / GUIDING QUESTION | R.CS.6. | Craft and Structure - Standard 6 |
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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Assess how point of view or purpose shapes the content and style of a text. |
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LEARNING EXPECTATION 6.RL.CS. 6. Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

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

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| 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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

| | | |
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| 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

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| 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.

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.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

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|---|---------|---|
| 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.

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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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently. |
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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**

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| 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 **WRITING STANDARDS**

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|---|----------------|---|
| 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.

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.a. | Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. |
| 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

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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.)

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.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.PDW .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.1 0 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.1 | Conventions of Standard English - Standard 1 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LEARNING EXPECTATION | 6.L.CSE.1 | Demonstrate command of the conventions of standard English grammar and usage. |

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

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.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**

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| CONCEPTUAL STRAND / GUIDING QUESTION | L.VAU.5 | Vocabulary Acquisition and Use - Standard 5 |
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| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
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LEARNING EXPECTATION 6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

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 |
|---|-----------------|---|

| | | |
|--|--|---|
| 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.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.RL.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

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.CS.6. | Craft and Structure - Standard 6 |
| GUIDING QUESTION / LEARNING EXPECTATION | | Cornerstone: Assess how point of view or purpose shapes the content and style of a text. |

LEARNING EXPECTATION 6.RL.CS.6. Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

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

READING STANDARDS - INFORMATIONAL TEXT

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|---|-----------------|---|
| CONCEPTUAL STRAND / GUIDING QUESTION | R.KID.1. | Key Ideas and Details - Standard 1 |
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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.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 |
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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

WRITING STANDARDS

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

STRAND / STANDARD / COURSE

WRITING STANDARDS

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|---|----------------|---|
| 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.a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.

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

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| 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

| | | |
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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.)

**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.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

| | | |
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| 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. |

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| LEARNING EXPECTATION | 6.W.PDW .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

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|---|-----------|---|
| 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. |

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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

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| 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. |

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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. |
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STRAND / STANDARD / COURSE

WRITING STANDARDS

| | | |
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| 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. |

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| LEARNING EXPECTATION | 6.W.RW.1 0 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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| 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. |
|--|--|--|

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.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. |
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| | | |
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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 |
|---|---------|--|

| | | |
|--|--|---|
| 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 |
|---|----------|---|

| | | |
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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.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.RL.CS.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

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

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.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

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.PDW.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.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.