Main Criteria: Structure and Style for Students Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 6

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

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.1	Conventions of Standard English - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION		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.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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		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

CONCEPTUAL	I VALLE	Vocabulary Acquisition and Use - Standard 6
STRAND /	L.VAO.0	Vocabulary Adquisition and OSC Standard O
GUIDING		
QUESTION		

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words a phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforc 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; developments 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 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; summariz 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 cour 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 /	R.CS.4.	Craft and Structure - Standard 4

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

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

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

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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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		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 EXPECT ATION		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	W.TTP.3	Text Types and Protocol - Standard 3

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		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.

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 W.PDW. 5 GUIDING QUESTION	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION I 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.	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 complet 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.

GUIDING QUESTION / LEARNING EXPECT ATION	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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences.

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

Tennessee Academic Standards Language Arts

Grade 6 - Adopted: 2016

CONCEPTUAL L.KL.3

STRAND / GUIDING QUESTION Knowledge of Language - Standard 3

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		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

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

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

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	6.SL.CC. 1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.SL.PKI. 4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECT ATION		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP	Establish and maintain a formal style.

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

1.i.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.
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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 EXPECT ATION		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

 $\label{lem:conventions} \textbf{Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.}$

GUIDING QUESTION / LEARNING EXPECTATION

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		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 EXPECT ATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	6.L.VAU. 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RL.KID. 1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RL.KID. 3.	Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.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 large 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 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		Cornerstone: Read and comprehend complex literary and informational texts independently and
QUESTION / LEARNING EXPECTATION		proficiently.
LEARNING EXPECTATION	6.RL.RRT C.10.	Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	6.SL.CC. 1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.SL.PKI. 4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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.

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 EXPECT ATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING	6.W.RBP	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts,

EXPECTATION K.9

STRAND /

STANDARD / COURSE

WRITING STANDARDS

applying grade 6 standards for reading.

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

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Language Arts
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STRAND / STANDARD / COURSE

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

Conceptual STRAND Cornerators Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ELEARNING SLCSE3 When reading or identing, explain the function of promours (case, intensive pursours, promoun antecedent agreement). NDICATOR SLCSE3 When writing or speaking, explain the function of promours (case, intensive pursours, promoun antecedent agreement). NDICATOR SLCSE3 When writing or speaking, use promours (case, intensive pursours, promoun antecedent agreement) effectively. NDICATOR SLCSE3 When writing or speaking, use promours (case, intensive pursours, promoun antecedent agreement) effectively. NDICATOR SLCSE3 When writing or speaking, use promours (case, intensive promours, promoun antecedent agreement) effectively. NDICATOR SLCSE3 When reading and listening, explain the function of phrases and clauses. C. STRAND STRAND STRAND STRAND SUBJECTATION SLCSE2 STRAND SUBJECTATION SLCSE3 STRAND SUBJECTATION SLCSE4 STRAND S			
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INDICATOR 6.LCSE1 When reading and listening, explain the function of phrases and clauses. STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION CONVENTION CO	INDICATOR		
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CONCEPTUAL STRAND / GUIDING QUESTION CUIDING QUESTION CORRESTION		6.L.CSE.2	reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and
STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION LEARNING EXPECTATION CONCEPTUAL STANDARD / GUIDING QUESTION CONCEPTUAL STANDARD / GUIDING QUESTION GUIDING QUESTION CONCEPTUAL STANDARD / GUIDING QUESTION	STANDARD /		6-12 LANGUAGE STANDARDS
Duestion / Learning	STRAND / GUIDING	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
EXPECTATION 4 grade-level text by choosing flexibly from a range of strategies. INDICATOR 6.L.VAU. Use context as a clue to the meaning of a word or a phrase. 4.a. STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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	QUESTION / LEARNING		by using context clues, analyzing meaningful word parts, and consulting general and specialized
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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			
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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	INDICATOR		Use context as a clue to the meaning of a word or a phrase.
STRAND / GUIDING QUESTION GUIDING QUESTION / 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	STANDARD /		6-12 LANGUAGE STANDARDS
QUESTION / 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	STRAND / GUIDING	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
	QUESTION / LEARNING		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

LEARNING EXPECTATION	6.L.VAU.	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.

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		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 EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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 EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

6.W.PDW Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

 $purpose, and \ audience. \ (Grade-specific\ expectations\ for\ writing\ types\ are\ defined\ in\ standards\ 1-3\ above.)$

LEARNING EXPECTATION

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STRAND / STANDARD /

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING 6.W.PDW Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete EXPECTATION .6 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 EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING	6.W.RBP	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**

EXPECTATION K.8

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 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 EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION		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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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.

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		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.

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.
	READING STANDARDS - LITERATURE
R.CS.4.	Craft and Structure - Standard 4
	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.
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.
	READING STANDARDS - LITERATURE
R.CS.5.	Craft and Structure - Standard 5
	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.
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.
	READING STANDARDS - LITERATURE
R.CS.6.	Craft and Structure - Standard 6
	Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
6.RL.CS. 6.	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
	READING STANDARDS - LITERATURE
R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
	6.RL.CS. 4. 6.RL.CS. 6.RL.CS. 6.R.CS. 6.R.CS. 6.RL.CS.

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 EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

LEARNING EXPECTATION		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.	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.

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 EXPECT ATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING	6.W.RBP	Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts,

STRAND / STANDARD /

COURSE

EXPECTATION K.9

WRITING STANDARDS

applying grade 6 standards for reading.

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences.

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

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STRAND / STANDARD / COURSE

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.

6.L.CSE. 1	Demonstrate command of the conventions of standard English grammar and usage.
6.L.CSE.1 .c.	When reading and listening, explain the function of phrases and clauses.
	6-12 LANGUAGE STANDARDS
L.CSE.2	Conventions of Standard English - Standard 2
	Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
	6-12 LANGUAGE STANDARDS
L.KL.3	Knowledge of Language - Standard 3
	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.
6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
	6-12 LANGUAGE STANDARDS
L.VAU.4	Vocabulary Acquisition and Use - Standard 4
	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.
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.
6.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
	6-12 LANGUAGE STANDARDS
L.VAU.6	Vocabulary Acquisition and Use - Standard 6
	6.L.CSE.2 6.L.CSE.2 6.L.CSE.2 6.L.VAU.4 6.L.VAU.4

GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP. 1.i.	Establish and maintain a formal style.

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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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.	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 /	.6	product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	.6 W.RBPK	product in a single sitting as defined in W.1-3. WRITING STANDARDS

conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

EXPECTATION K.8

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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 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		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.

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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

STRAND / GUIDING QUESTION	GUIDING	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.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 EXPECT ATION		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		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 /		6-12 LANGUAGE ST ANDARDS
STANDARD / COURSE		
	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
COURSE CONCEPTUAL STRAND / GUIDING	L.VAU.6	Vocabulary Acquisition and Use - Standard 6 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.

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 EXPECT ATION		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 EXPECT ATION		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 EXPECT ATION		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP.	Establish and maintain a formal style.

1.i.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.	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.
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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 EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECT ATION		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

6-12 LANGUAGE STANDARDS

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

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		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
STANDARD /	L.VAU.6	6-12 LANGUAGE STANDARDS Vocabulary Acquisition and Use - Standard 6
CONCEPTUAL STRAND / GUIDING	L.VAU.6	
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6.L.VAU. 6	Vocabulary Acquisition and Use - Standard 6 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
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	6.L.VAU.	Vocabulary Acquisition and Use - Standard 6 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. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	6.L.VAU. 6	Vocabulary Acquisition and Use - Standard 6 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. 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	6.L.VAU. 6	Vocabulary Acquisition and Use - Standard 6 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. 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. READING STANDARDS – INFORMATIONAL TEXT

EXPECTATION .

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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		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. 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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	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.)

EXPECTATION .5

LEARNING

EXPECTATION

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and audiences.

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.

UNIT 5: WRITING FROM PICTURES Week 10 Page 89-98

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

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND /
STANDARD
COURSE

GUIDING

QUESTION / LEARNING EXPECTATION

6-12 LANGUAGE STANDARDS

STANDARD / COURSE		
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		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

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		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	6.L.VAU. 4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	6.L.VAU. 6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION	6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
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		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 /	W.TTP.2	Text Types and Protocol - Standard 2

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and

information clearly and accurately through the effective selection, organization, and analysis of

STRAND / GUIDING QUESTION

GUIDING

QUESTION / LEARNING

EXPECT ATION

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	W.TTP.3	Text Types and Protocol - Standard 3

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		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.

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 W.PDW. 5 GUIDING QUESTION	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION I 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.	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 complet 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.

GUIDING QUESTION / LEARNING EXPECT ATION		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 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		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

STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		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.
I FARNING	6.L.KL.3	When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain

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

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		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 EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

INDICATOR 6.W.TTP. Establish and maintain a formal style. 1.i.				
	INDICATOR	6 W TTD	Establish and maintain a formal atula	
1.1.	INDICATOR		Establish and maintain a formal style.	
		1.1.		

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.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	6.W.TTP. 3.c.	Create a smooth progression of experiences or events.
		Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships

6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	WRITING STANDARDS
W.PDW. 4	Production and Distribution of Writing - Standard 4
	Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.)
	WRITING STANDARDS
W.PDW. 5	Production and Distribution of Writing - Standard 5
	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.)
	WRITING STANDARDS
W.PDW. 6	Production and Distribution of Writing - Standard 6
	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
	WRITING STANDARDS
W.RBPK .8	Research to Build and Present Knowledge - Standard 8
	Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
	3.g. W.PDW. 4 6.W.PDW. 5 6.W.PDW. 6 W.PDW. 6

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 5: WRITING FROM PICTURES Week 12 Page 107-114
		Tennessee Academic Standards
		Language Arts
STRAND / STANDARD / COURSE		Grade 6 - Adopted: 2016 6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND /	L.CSE.1	Conventions of Standard English - Standard 1

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		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 I 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 EXPECT ATION		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		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.	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 /		READING STANDARDS - LITERATURE

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

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

3.g.

events.

LEARNING

EXPECTATION

6.W.RBP

applying grade 6 standards for reading.

K.9

WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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.	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.

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts,

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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 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		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.

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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 6. 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 L.KL.3 STRAND / GUIDING QUESTION	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECT ATION		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		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.

EXPECTATION .

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.

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 EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6 W TTP	Establish and maintain a formal style.

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

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WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.

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.)
	WRITING STANDARDS
W.PDW. 5	Production and Distribution of Writing - Standard 5
	Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.)
	WRITING STANDARDS
W.PDW.	Production and Distribution of Writing - Standard 6
	Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
	WRITING STANDARDS
W.RBPK .7	Research to Build and Present Knowledge - Standard 7
	Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
6.W.RBP K.7	Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.
	WRITING STANDARDS
W.RBPK .8	Research to Build and Present Knowledge - Standard 8
	Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
	.4 W.PDW. 5 6.W.PDW. 6 W.RBPK .7 W.RBPK

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

LEARNING

EXPECTATION . technical meanings.

READING STANDARDS - INFORMATIONAL TEXT

CONCERTIAL	D KID 1	Varildage and Dataila Ctandard 1
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.I.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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.

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

LEARNING 6. EXPECTATION 1

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		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.

6.SL.CC. Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners,

building on others' ideas and expressing their own ideas clearly.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION		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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 0	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 15 Page 141-152
		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		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 EXPECT ATION		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 EXPECT ATION		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.

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

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.

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.

WRITING STANDARDS

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

GUIDING

QUESTION / LEARNING

EXPECTATION

and collaborate with others.

WRITING STANDARDS

COURSE		
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		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	W.PDW.	Production and Distribution of Writing - Standard 6

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact

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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, **EXPECTATION** 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
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage.

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

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STRAND / STANDARD / **COURSE**

6-12 LANGUAGE STANDARDS

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

LEARNING EXPECTATION

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

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

LEARNING 6.L.KL.3 EXPECTATION

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

STRAND / STANDARD / **COURSE**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		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		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 EXPECT ATION		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 EXPECT ATION		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 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary. EXPECTATION .

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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

CONCERTION	D DDTO	Paras of Booding and Lovel of Tork Complexity, Standard 40
CONCEPTUAL STRAND / GUIDING QUESTION	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		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 EXPECT ATION		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	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. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

b.

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 EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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	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.)

EXPECTATION .5

LEARNING

EXPECTATION

6.W.RBP

applying grade 6 standards for reading.

K.9

WRITING STANDARDS

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

Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts,

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 7: INVENTIVE WRITING Week 17 Page 159-164

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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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LEARNING EXPECTATION Or listening: EXPECTATION Or listening: EXPECTATION O.	GUIDING QUESTION /		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
STRAND / STANDARD / CONCEPTUAL STRAND / STANDARD / COnceptual STRAND / STANDARD / STANDA			or listening.
STANDARD / COUNCEPTUAL STRAND / 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 ideas dearly. WRITING STANDARD / CONCEPTUAL STRAND / 1 Text Types and Protocol - Standard 1 Conceptual STRAND / 1 Text Types and Protocol - Standard 1 Counces Conceptual STRAND /		6.L.KL.3	
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Phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce lexerning Phrase important to comprehension or expression.	STRAND / GUIDING	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
SPEAKING AND LISTENING STANDARDS CONCEPTUAL STRAND / GUIDING QUESTION CUIDING QUESTION CUIDING QUESTION CEARNING EXPECTATION CONCEPTUAL STRAND / GUIDING QUESTION COURSE CONCEPTUAL STRAND / GUIDING QUESTION COURSE CONCEPTUAL STRAND / GUIDING QUESTION COURSE CORRESS OF 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 COURSE CONCEPTUAL STRAND / STANDARD / GUIDING QUESTION / LEARNING EXPECTATION CONCEPTUAL STRAND / STANDARD / Correstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. EXPECTATION COURSE CONCEPTUAL STRAND / STANDARD / Write arguments to support claims with clear reasons and relevant evidence. EXPECTATION COURSE CONCEPTUAL STRAND / Mrite arguments to support claims with clear reasons and relevant evidence. EXPECTATION COURSE CONCEPTUAL STRAND / Write arguments to support claims with clear reasons and relevant evidence. EXPECTATION COURSE CONCEPTUAL STRAND / Write arguments to support claims with clear reasons and relevant evidence. EXPECTATION 1. Writing STANDARDS STRAND / STANDARD / WRITING STANDARDS	QUESTION / LEARNING		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
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GUIDING QUESTION CUIDING QUESTION CUIDING QUESTION 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. 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. WRITING STANDARD WRITING STANDARDS CONCEPTUAL STRAND / GUIDING QUESTION Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CONCEPTUAL STRAND / GUIDING QUESTION Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CORDEDITION Cornerstone: Write arguments to support claims with clear reasons and relevant evidence. EXPECTATION 6.W.TTP Establish and maintain a formal style. 1 STRAND / STANDARD WRITING STANDARDS	STANDARD /		SPEAKING AND LISTENING STANDARDS
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EXPECTATION 1 building on others' ideas and expressing their own ideas clearly. STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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 Write arguments to support claims with clear reasons and relevant evidence. INDICATOR 6.W.TTP	QUESTION / LEARNING		
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INDICATOR 6.W.TTP. Establish and maintain a formal style. 1.i. STRAND / STANDARD / STANDARDS	QUESTION / LEARNING		
1.i. STRAND / WRITING STANDARDS STANDARD /			Write arguments to support claims with clear reasons and relevant evidence.
ST ANDARD /	INDICATOR		Establish and maintain a formal style.
			WRITING STANDARDS
CONCEPTUAL W.TTP.2 Text Types and Protocol - Standard 2 STRAND / GUIDING QUESTION	STRAND / GUIDING	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		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

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

GUIDING QUESTION / LEARNING EXPECT ATION

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.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, **EXPECTATION** 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
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage.

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

.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 6.L.KL.3 EXPECTATION

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

STRAND / STANDARD / **COURSE**

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		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

INDICATOR

e.

h.

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

6.W.TP.2. 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		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.f.	Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
INDICATOR	6.W.TTP. 3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	6.W.PDW	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.)

EXPECTATION .5

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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 6.W.PDW Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete EXPECTATION .6 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 6.W.RBP Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, EXPECTATION K.9 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 EXPECT ATION		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 6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, EXPECTATION 0 and audiences.

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Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND / STANDARD / COURSE

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

LEARNING EXPECTATION		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.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		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 EXPECT ATION		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 6.W.TTP EXPECTATION 3 6.W.TTP 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 EXPECT ATION		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.	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 EXPECT ATION		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.
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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		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		Cornerstone: Demonstrate command of the conventions of standard English capitalization,

 $6.L.CSE.2 \ \ Demonstrate\ command\ of\ the\ conventions\ of\ standard\ English\ capitalization,\ punctuation,\ and\ spelling.\ When$

use them correctly to do so.

reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and

LEARNING

EXPECTATION

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 EXPECT ATION		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		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 EXPECT ATION		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 EXPECT ATION		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		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP. 1.f.	Use precise language and content-specific vocabulary.
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 EXPECT ATION		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		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.	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.	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 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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		Tennessee Academic Standards			
Language Arts					
Grade 6 - Adopted: 2016					

6-12 LANGUAGE STANDARDS

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

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6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING 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 EXPECT ATION		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		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 EXPECT ATION		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. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; development of the vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION BUIDING QUESTION / LEARNING (STANDARDS - INFORMATIONAL TEXT) CORSINATION / LEARNING (STANDARDS - INFORMATIONAL TEXT) CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING (STANDARD) / COURSE CONCEPTUAL STRAND / GUIDING QUESTION / COURSE (STANDARD) / CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING EXPECTATION (STANDARD) / CONCEPTUAL STRAND / GUIDING QUESTION / LEARNING COURSE (STANDARD) / CONCEPTUAL STRAND / GUIDING QUESTION (STANDARD) / CORPORATION / LEARNING COURSE (STANDARD) / CORPORATION / LEARNING COURSE (STANDARD) / COUR
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING GUESTION LEARNING EXPECTATION CONCEPTUAL STRAND / GUIDING QUESTION LEARNING EXPECTATION GUIDING QUESTION LEARNING EXPECTATION CORSE CONCEPTUAL STRAND / STANDARD STANDARDS - INFORMATIONAL TEXT CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION 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 text. FRAND / STANDARD / STANDARDS - INFORMATIONAL TEXT CONCEPTUAL STRAND / GUIDING QUESTION Cornerstone: Determine central ideas or themes of a text and analyze their development; summariz the key supporting details and ideas. CONCEPTUAL STRAND / GUIDING QUESTION Cornerstone: Determine central ideas or themes of a text and analyze their development; summariz the key supporting details and ideas. CORSE Cornerstone: Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING 6.RI.KID.1 Analyze 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 text. FRAND / STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION COrnerstone: Determine central ideas or themes of a text and analyze their development; summariz the key supporting details and ideas. LEARNING EXPECTATION GURS G.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
Conceptual Standard
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION CORRESTOR: 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION Cornerstone: Determine central ideas or themes of a text and analyze their development; summariz the key supporting details and ideas. LEARNING EXPECTATION Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / GUIDING QUESTION 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 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
QUESTION / LEARNING EXPECT AT ION 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary. EXPECTATION
EXPECTATION .
STRAND / READING STANDARDS - INFORMATIONAL TEXT
STANDARD / COURSE
CONCEPTUAL STRAND / GUIDING QUESTION
GUIDING QUESTION / LEARNING EXPECTATION Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the cour
LEARNING 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text. EXPECTATION .
STRAND / READING STANDARDS - INFORMATIONAL TEXT STANDARD / COURSE
CONCEPTUAL R.CS.4. Craft and Structure - Standard 4 STRAND / GUIDING QUESTION
GUIDING QUESTION / LEARNING EXPECTATION Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotation 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 EXPECT ATION		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 EXPECT ATION		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	6.SL.CC.	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners,
EXPECTATION	1	building on others' ideas and expressing their own ideas clearly.

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		Write arguments to support claims with clear reasons and relevant evidence.
INDICATOR	6.W.TTP. 1.d.	Use credible sources and demonstrate an understanding of the topic or source material.
INDICATOR	6.W.TTP. 1.f.	Use precise language and content-specific vocabulary.
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 EXPECT ATION		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		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.
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.)

WRITING STANDARDS

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

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

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.

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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

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

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

use them correctly to do so.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL L.VAU.4 Vocabulary Acquisition and Use - Standard 4 STRAND / GUIDING OUESTION	
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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		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.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
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.	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 large 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 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
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	6.RI.KID.1	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	6.RI.KID.2	Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	6.SL.CC. 1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	6.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		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
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.)

Language standards 1–3 up to and including grade 6.)

LEARNING

EXPECTATION 0

and audiences.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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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6.W.RW.1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes,

Tennessee Academic Standards

Language Arts

Grade 6 - Adopted: 2016

STRAND /
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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		Demonstrate command of the conventions of standard English grammar and usage.
EXPECTATION	-	
INDICATOR		When reading and listening, explain the function of phrases and clauses.

COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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		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 L.VAU.5 STRAND / GUIDING QUESTION	Vocabulary Acquisition and Use - Standard 5
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GUIDING		Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in
QUESTION / LEARNING EXPECTATION		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
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		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		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.
EXPECTATION		text.
LEARNING EXPECTATION	6.RL.KID. 1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
LEARNING		
LEARNING EXPECTATION STRAND / STANDARD /	1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	1.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. READING STANDARDS - LITERATURE
LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	1. R.KID.3.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. READING STANDARDS - LITERATURE Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course
LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT AT ION	1. R.KID.3. 6.RL.KID.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. READING STANDARDS - LITERATURE Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot
LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	1. R.KID.3. 6.RL.KID.	Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. READING STANDARDS - LITERATURE Key Ideas and Details - Standard 3 Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.

	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.
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.
	READING STANDARDS - LITERATURE
R.CS.5.	Craft and Structure - Standard 5
	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.
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.
	READING STANDARDS - LITERATURE
R.CS.6.	Craft and Structure - Standard 6
	Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
6.RL.CS. 6.	Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.
	READING STANDARDS - LITERATURE
R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
	Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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.
	READING STANDARDS - INFORMATIONAL TEXT
R.KID.1.	Key Ideas and Details - Standard 1
	6.RL.CS. 6. R.RRT C. 10. 6.RL.RRT C. 10.

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 t 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 cour of a text.
LEARNING EXPECTATION	6.RI.KID.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	6.RI.RRT C.10.	Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	6.SL.CC. 1	Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		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.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
EXPECTATION	2	through the selection, organization, and analysis of relevant content.
INDICATOR		Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	6.W.TP.2. c.	
INDICATOR STRAND / STANDARD /	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	6.W.TP.2. c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. WRITING STANDARDS
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6.W.TP.2. c. W.TTP.3	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. WRITING STANDARDS Text Types and Protocol - Standard 3 Cornerstone: Write narratives to develop real or imagined experiences or events using effective
STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING	6.W.TP.2. c. W.TTP.3	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. WRITING STANDARDS Text Types and Protocol - Standard 3 Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using

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

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	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.
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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.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 EXPECT ATION		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		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 EXPECT ATION		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.

EXPECTATION 1.

READING STANDARDS - LITERATURE

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

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

STRAND / STANDARD / COURSE READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		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 EXPECT ATION		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 /		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.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
STANDARD /	W.PDW.	WRITING STANDARDS Production and Distribution of Writing - Standard 6
CONCEPTUAL STRAND / GUIDING		
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING	6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECT ATION	6.W.PDW	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete
STANDARD / COURSE CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION STRAND / STANDARD /	6.W.PDW .6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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.
CONCEPTUAL STRAND / GUIDING QUESTION GUIDING QUESTION / LEARNING EXPECTATION STRAND / STANDARD / COURSE CONCEPTUAL STRAND / GUIDING	6.W.PDW .6	Production and Distribution of Writing - Standard 6 Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 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. WRITING STANDARDS

EXPECTATION 0 and audiences.