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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  6th Grade ELA Curriculum Map – 3rd Quarter | **Resources** | **Vocabulary** |
| **Writing** | **Text Type and Purposes** | W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | \* I can clearly introduce a topic. \* I can use strategies to aid comprehension, such as: -definition -classification -comparison/contrast -cause/effect \* I can include formatting to aid comprehension, such as: -headings -graphics -charts -tables -multimedia | [www.readwritethink.org](http://www.readwritethink.org/) | topic,  strategies, comprehension, definition, classification, comparison /contrast, cause/effect, formatting, headings, graphics, charts, tables, multimedia |
| W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | \* I can develop my topic with  relevant facts, definitions, concrete details, quotations, and/or other information and examples |  | topic, relevant, concrete, details, quotations |
| W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c. Use appropriate transitions to clarify the relationships among ideas and concepts. | \* I can use appropriate transitions to clearly show the relationships among ideas and concepts. | [www.stateoftennessee.gov Look at writing examples on the State of Tennessee](http://www.stateoftennessee.gov/) | appropriate,  transitions, |
| **Writing** | **Text Types and Purposes** | W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | \* I can use precise language to  inform about or explain the topic. \* I can use domain-specific vocabulary to inform about or explain the topic. | Review examples of student  writing on the State of Tennessee website. | precise, inform, domain-specific, |
| W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e. Establish and maintain a formal style. | \* I can establish and maintain a formal style. (vs. using informal language.) | [www.daily-writing- proprompt.com](http://www.daily-writing-proprompt.com/) | formal, informal |
| W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from the information or explanation presented. | \* I can write a concluding  statement or section that follows from the information or explanation presented. |  | concluding statement, concluding section, |
| W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. On-Going | \* I can write a narrative to develop real or imagined experiences or events. \* I can engage and orient the reader by establishing a context. \* I can engage and orient the reader by introducing a narrator and/or characters. \* I can engage and orient the reader by organizing an event sequence that unfolds naturally and logically. |  | narrative, engage, orient, establishing, context, narrator, sequence |
| **Writing** | **Text Types and Purposes** | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. On-going | \* I can use narrative techniques to develop experiences, events and/or characters. (e.g., dialogue, pacing, description) |  | narrative  techniques, dialogue, pacing, description |
| W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. On-Going | \* I can use a variety of transition words, phrases, and clauses, to convey (show) sequence. \* I can use a variety of transition words to signal shifts from one time frame or setting to another. |  | transition  words, phrases, clauses, convey, sequence, shifts, time frame, setting |
| W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. On-Going | \* I can use precise words and phrases to convey experiences and events. \* I can use relevant descriptive details to convey experiences and events. \* I can use sensory language to convey experiences and events. |  | precise, convey, relevant, sensory, |
| **Writing** | **Text Types and Purposes** | W.6.3Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e. Provide a conclusion that follows from the narrated experiences or events. On-going | \* I can write a conclusion that  follows from the narrated experiences or events. |  | conclusion |
| **Speaking and Listening** | **Presentation of Knowledge & Ideas** | SL.6.4 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. **On-Going** | \* I can present my claims and findings, sequencing ideas logically. \* I can present important (pertinent) descriptions, facts, and details to accentuate main ideas or themes. \* I can use appropriate eye contact, adequate volume, and clear pronunciation when I speak. | Speaking and Listening  Workshops in textbook | sequencing,  logically, pertinent, accentuate, main ideas, themes, appropriate, adequate, pronunciation |

Please refer to the 1st & 2nd quarter curriculum maps to make sure you are covering on-going standards.