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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  6th Grade ELA Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** |
| **Reading - Literature** | **Craft & Structure** | RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **On-going** | \* I can identify forms of figurative and literal language. \* I can analyze why authors choose words and phrases to create mood. \* I can determine the connotative (instead of denotative) meanings of words as they are used in the text. | Tuck Everlasting | figurative  language, literal language, connotative meaning, denotative meaning, mood, analyze |
| RL.6.5 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. **On-going** | \* I can dissect a text and find meaningful sentences, chapters, scenes, and/or stanza.  \* I can determine how these text parts fit in the structure of the text. \* I can determine how these text parts contribute to the development of : - theme,  - setting - plot | The Red Guards from  Red Scarf Girl | dissect,  scenes, stanza, structure, development, theme, setting, plot |
| **Integration of Knowledge and Ideas** | RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. **On-going** | \* I can compare and contrast the reading of a text to the listening or viewing of the text. \* I can explain how what I "see" and/or "hear" changes my interpretation of the text. | Tuck Everlasting | compare,  contrast |
| **Reading – Informational Text** | **Key Ideas & Details** | RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **On-going** | \*I can define central idea. \* I can find the central idea of a text. \*I can summarize the text without adding my personal opinions or judgments. |  | central idea, summary, |
| **Reading – Informational Text** | **Key Idea & Details** | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **On-going** | \*I can explain how author's choice of individuals, events, and ideas  impacts the story. \* I can analyze how a key individual, event or idea is introduced, illustrated, and/or elaborated in a text. \* I can find different writing techniques that enhance the text - e.g., examples, anecdotes. | Woodsong | analyze, key,  illustrated, elaborated, anecdotes, examples |
| **Integration of Knowledge & Ideas** | RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **On-going** | \* I can trace and evaluate the  argument and specific claims in a text.  \* I can distinguish claims that are supported by reasons and evidence from claims that are not. | The Problem with Bullies | trace, evaluate, specific, claims, distinguish, supported, reasons, evidence |
| RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **On-going** | \* I can compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person.) | The Life and Adventures of Nat Love Matthew Henson at the Top of the World | compare,  contrast, author's presentation, memoir, biography |
| **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. 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 |
| **Writing** | **Text Types & 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. 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, |
| 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 |
| **Writing** | **Text Types & 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. 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 |
| 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 |
| **Writing** | **Text Types & 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. 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, |
| 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 |
| **Language** | **Conventions of Standard English** | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | \* I can demonstrate a command of the conventions of standard English, grammar, and language. \* I can identify mistakes when pronouns are not in the proper case. (subjective, objective, possessive) \* I can write using pronouns in the proper case. | Holt McDougal Grammar  Handbook | command, conventions, standard English, grammar, subjective, objective, possessive |
| **Language** | **Conventions of Standard English** | L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use intensive pronouns (e.g., myself, ourselves). | \* I can use intensive pronouns  when I write. (myself, ourselves.) | Glencoe Sixth Grade Language Series | intensive pronouns |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Recognize and correct inappropriate shifts in pronoun number and person.\* | \* I recognize and correct inappropriate shifts in pronoun number and person. | Glencoe Sixth Grade  Language Series | inappropriate, shifts, |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* | \* I recognize and correct vague  pronouns (ones with unclear or ambiguous antecedents.) | Holt McDougal Grammar  Handbook | vague pronouns, unclear, ambiguous antecedents |
| L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\* | \* I can recognize mistakes in  standard English in my writing and speaking. \* I can recognize mistakes in standard English in others' writing and speaking. \* I can identify and use strategies to improve my expression of conventional language when writing and speaking. | Holt McDougal Grammar  Handbook | conventional language, expression, strategies |
| **Language** | **Vocabulary Acquisition and Use** | L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). | \* I can identify nuances of word meanings. (e.g. stingy, scrimping, economical, unwasteful, thrifty) |  | nuances |