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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 informationthrough 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 informationthrough 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 informationthrough the selection, organization, and analysis of relevant content.c. Use appropriate transitions to clarify the relationships among ideas and concepts. | \* I can use appropriate transitionsto clearly show the relationships among ideas and concepts. | [www.stateoftennessee.govLook 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 informationthrough 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 informationthrough the selection, organization, and analysis of relevant content.e. Establish and maintain a formal style. | \* I can establish and maintaina 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 informationthrough 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. |   | concludingstatement, 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 developexperiences, 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 andfindings, 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.