

6th Grade ELA Scope and Sequence

Revised August 2018

1 st Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
First Nine Weeks	Reading Literature	<p>6.RL.KID.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>6.RL.KID.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.RRTC.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently.</p>	<p>I can:</p> <ul style="list-style-type: none"> *Provide textual evidence to support analysis of what the text says explicitly *Provide cited textual evidence to support analysis of inferences drawn from the text. * Provide a description of how the theme is conveyed through particular details. * Provide a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution. * Provide a description of how the characters respond or change as the plot moves towards a resolution. 	<p>Determining Themes in Fiction</p> <ul style="list-style-type: none"> • Literary Analysis Workshop • Roll of Thunder, Hear My Cry and Greyling <ul style="list-style-type: none"> ○ Skills: elements of fiction (plot, conflict, characters, setting, making inferences, symbols) and determining theme • "Stray" or "The Homecoming" (short story) <p>Skills: predictions, plot, and inferences</p> <ul style="list-style-type: none"> • Before You Read • After You Read • Zlateh the Goat (short story) <p>Skills: making inferences, elements of fiction (plot, conflict and resolution, characters, setting, symbols), theme</p> <ul style="list-style-type: none"> • Before You Read • After You Read
	Reading Informational Text	<p>6.RI.KID.1 Cite textual evidence to support analysis of what the text says; make inferences.</p> <p>6.RI.KID.2 Determine a central idea in a text how it is conveyed through particular details; provide an objective summary.</p> <p>6.RI.RRTC.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently.</p>	<p>I can:</p> <ul style="list-style-type: none"> *Cite textual evidence to support conclusions. *Determine a central idea of a text and analyze its development. 	<p>Prentice Hall Literature – Reading Selections</p> <p>Determining Central Ideas in Non-fiction</p> <ul style="list-style-type: none"> • Literary Analysis Workshop • My Heart in the Highlands and from the Letter on Thomas Jefferson (nonfiction) • Skills: elements of nonfiction, determining

				<p>central ideas, supporting details, author’s purpose, making inferences</p> <ul style="list-style-type: none"> • “The Drive-In Movies” or “The Market Square Dog” (autobiography) <ul style="list-style-type: none"> ○ Skills: predictions and making inferences, narrator and point of view • My Papa, Mark Twain (biography) <ul style="list-style-type: none"> • Skills: author’s point of view (perspective), fact and opinion, determining central ideas, supporting details, making inferences
	Language	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.KL.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>6.L.VAU.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p>I can:</p> <ul style="list-style-type: none"> * Use the conventions of standard English grammar when writing and speaking. 	<p>Elements of Language – Holt Publishing</p>
	Writing	<p>6.W.TTP.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>	<p>I can:</p> <ul style="list-style-type: none"> *Engage and orient the reader by establishing a context and point of view introducing a speaker/narrator 	<p>http://tncore.org/sites/www/Uploads/TNCORE/Rubrics</p>

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		<p>descriptive details, and well-structured event sequences.</p> <p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>and/or participants/characters.</p> <ul style="list-style-type: none"> *Organize an event sequence that unfolds naturally and logically. *Create a smooth progression of experiences or events. *Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. *Craft an effective and relevant conclusion that reflects on the narrated experiences or events. *Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 	
	Speaking & Listening	6.SL.CC.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	<ul style="list-style-type: none"> *I can engage in collaborative discussions and build on other’s ideas. * I can interpret information presented in different formats and media and explain how it contributes to the topic. 	
2 nd Nine Weeks				
Second Nine Weeks	Reading Literature	6.RL.KID.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>I can:</p> <ul style="list-style-type: none"> *Provide the meaning of words and phrases as they are used in a text. *Provide an analysis of how a 	<p>Literature</p> <p>Prentice Hall Literature – Reading</p>

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		<p>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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem.</p> <p>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 developments of the theme, setting, or plot.</p> <p>6.RL.CS.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.RL.RRTC.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently.</p>	<p>particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p> <p>*Provide a description of how a particular story or drama’s plot unfolds in a series of episodes towards a resolution.</p> <p>*Provide a description of how the characters respond or change as the plot moves towards a resolution.</p>	<p>Selections</p> <ul style="list-style-type: none"> • Eleven • Why Monkeys Live in Trees • From The Pigman and Me • Life Doesn’t Frighten Me • Twelfth Song of Thunder
	<p>Reading Informational Text</p>	<p>6.RI.KID.1 Cite textual evidence to support analysis of what the text says; make inferences.</p> <p>6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how it is conveyed in the text.</p> <p>6.RI.RRTC.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently.</p>		<p>Prentice Hall Literature – Reading Selections</p> <p>Types, Elements, Determining Author’s Purpose and Point of View, and Analyzing the Development of Key Ideas in Nonfiction</p> <ul style="list-style-type: none"> • Literary Analysis Workshop “from This Land Was Made” (nonfiction) and “from Zlata’s Diary” (narrative essay) • Water or Hard as Nails (autobiographical narrative) • Jackie Robinson: Justice at Last or The Shutout (expository essay)

	<p>Language</p>	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Ensure that pronouns are in the proper case b) Use intensive pronouns c) Recognize and correct inappropriate shifts in pronoun number and person d) Recognize and correct vague pronouns <p>6.L.CSE.2 Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation to set off nonrestrictive parenthetical elements b) Spell correctly <p>6.L.KL.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Vary sentence patters for meaning or reader/listener interest and style b) Maintain consistency in style and tone <p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <ul style="list-style-type: none"> a) Use context as a clue to the meaning of a word or phrase b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to meaning of a word c) Consult reference materials, both print and digital, to find the pronunciation or a word or 	<p>I can:</p> <ul style="list-style-type: none"> *When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun-antecedent agreement). *When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively. *When reading and listening, explain the function of phrases and clauses. *When writing or speaking, use simple, compound, and complex sentences. 	<p><i>Elements of Language – Holt Publishing</i></p>
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		<p>determine or clarify its precise meaning or its part of speech d) Verify the preliminary determination of the meaning of a word or phrase</p> <p>6.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a) Interpret figures of speech in context b) Use the relationship between particular words to better understand each of the words c) Distinguish among the connotations of words with similar denotations</p> <p>6.L.VAU.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>		
	<p>Writing</p>	<p>6.W.TTP.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 c) Use appropriate transitions to clarify the relationships among ideas and concepts d) use precise language and domain-specific vocabulary to</p>	<p>I can: *Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. *Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. *Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p>	<p>http://tncore.org/sites/www/Uploads/TNCORE/Rubrics</p>

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		<p>inform about or explain the topic</p> <p>e) Establish and maintain a formal style</p> <p>f) Provide a concluding statement or section that follows from the information or explanation presented</p> <p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>*Craft an effective and relevant conclusion.</p> <p>*Include formatting, graphics, and multimedia when appropriate.</p> <p>*Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>*Use precise language and domain-specific vocabulary.</p> <p>*Use varied sentence structure to enhance the meaning and reader interest.</p> <p>*Establish and maintain a formal style.</p>	
	Speaking & Listening	6.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.	<p>I can:</p> <p>*I can interpret information presented in different formats and media and explain how it contributes to the topic.</p>	
3 rd Nine Weeks				
Third Nine Weeks	Reading and Literature	<p>6.RL.KID.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> <p>6.RL. RRTC.10 Read and comprehend literature, including stories, dramas, and</p>	<p>*Provide textual evidence to support analysis of what the text says explicitly</p> <p>*Provide cited textual evidence to support analysis of inferences drawn from the text.</p> <p>* Provide a description of how the theme is conveyed through particular details.</p>	<p>Prentice Hall Literature – Reading Selections</p> <p>Comparing Characters’ Motives</p> <ul style="list-style-type: none"> Comparing Literary Works: Becky and the Wheels- and-Brake Boys and The Southpaw (short story) pg. 252 <p>Other extended text options such as: <i>The Lion, the Witch and the</i></p>

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		poems, in the grades 6-8 text complexity band proficiently.	* Compare and contrast different texts.	<i>Wardrobe, The Watsons go to Birmingham, Tuck Everlasting, Number the Stars, Hatchet, Where the Red Fern Grows, etc.</i>
Reading Informational Text	<p>6.RI.KID.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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</p> <p>6.RI.IKI.7 Integrate information presented in different media or formats as well in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.IKI.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.</p> <p>6.RI.IKI.9 Compare and contrast one author’s presentation of events with that of another.</p> <p>6.RI. RRTC.10 Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently.</p>	<p>I can:</p> <p>*Provide detailed analysis of how a key individual, event or idea is introduced in a text (e.g., through examples and anecdotes).</p> <p>*Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</p> <p>*Provide an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.</p> <p>*Provide a statement of an author’s point of view in a text.</p> <p>*Provide an explanation of how the author’s point of view or purpose is conveyed in the text.</p> <p>* Provide a statement of the central idea(s) of a text.</p> <p>*Provide a statement of how the central idea is conveyed through particular details.</p> <p>*Provide an objective summary of the text distinct from personal opinions or judgments.</p> <p>*Provide detailed analysis of how a key individual, event or idea is elaborated in a text (e.g., through examples and anecdotes).</p> <p>*Demonstrate the ability to</p>	<p>Prentice Hall Literature – Reading Selections</p> <ul style="list-style-type: none"> • Preserving a Great American Symbol • Jake Wood Baseball League is the Start of Something Special 	

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			<p>determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</p> <p>*Provide an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p>	
	Language	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> <p>6.L.KL.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <p>6.L.VAU.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<p>I can:</p> <p>* Use the conventions of standard English grammar when writing and speaking.</p>	<i>Elements of Language – Holt Publishing</i>
	Writing	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s) and organize the reasons and evidence clearly</p> <p>b) Support claim(s) with clear reasons and evidence clearly</p>	<p>I can:</p> <p>* Introduce claim(s).</p> <p>*Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>* Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p>	http://tncore.org/sites/www/Uploads/TNCORE/Rubrics

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		<p>c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</p> <p>d) Establish and maintain a formal style</p> <p>e) Provide a concluding statement or section that follows from the argument.</p> <p>6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W. RBPk.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>* Use credible sources and demonstrate understanding of the topic or source material.</p> <p>*Craft an effective and relevant conclusion that supports the argument presented.</p>	
4th Nine Weeks				
Time	Cluster	Standards	Learning Targets	Lesson Topics/Resources
4 weeks		Review all TN State Standards for 6 th grade ELA		
2 weeks		TNReady Testing		
2 weeks		Extension of all TN State Standards in preparation for 7 th grade.		