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| **First Quarter** | **TN Standards** | **Learning Outcomes (I can)** | **Resources** |
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| **Literature** | **Literature**    **6.RL.KID.1**  Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.  **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.  **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.  **6.RL.KID.6**  Explain how an author develops the point of view of the narrator or speaker in a text.  **6.RL.IKI.9**  Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.  **6.RL.RRTC.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. | **Literature**  **Learning Outcomes (I can)**  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 statement of a theme of a 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. | **Literature**  **Prentice Hall Literature – Reading Selections**  **Determining Themes in Fiction**  Literary Analysis Workshop  Roll of Thunder, Hear My Cry and Greyling  o **Skills:** elements of fiction (plot, conflict, characters, setting, making inferences, symbols)and determining theme  “Stray” or “The Homecoming” (short story)   * **Skills:** predictions, plot, and inferences * Before You Read * After You Read   Zlateh the Goat (short story)   * **Skills:** making inferences, elements of fiction (plot, conflict and resolution, characters, setting, symbols), theme * Before You Read * After You Read   **Extended Text – Determining Themes in Fiction**  “The Adventures of Tom Sawyer”  **Skill Focus:** predictions, drawing conclusions (making inferences), elements of fiction (plot, conflict, characters, setting, symbols), determining theme, point of view, fact and opinion |
| **Language** | **Language**  **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.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.  **6.L.CSE.1**  Demonstrate command of the conventions of standard English grammar and usage.  **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. | **Language**  **Learning Outcomes (I can)**  **a.** Use context as a clue to the meaning of a word or phrase.  **b.** Use common grade-appropriate morphological elements as clues to the meaning of a word or phrase.  **c.** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.  **d.** Use etymological patterns in spelling as clues to the meaning of a word or phrase.  Provide a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.  **a.** When reading or listening, explain the function of pronouns (case, intensive pronouns, pronoun-antecedent agreement).  **b.** When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.  **c.** When reading and listening, explain the function of phrases and clauses.  d. When writing or speaking, use simple, compound, and complex sentences. | **Language**  ***Prentice Hall Literature-* Pearson Publishing**  **“Stray” or “The Homecoming” (short story)**  Latin suffix –ation, -able   * Making Connections: Vocabulary * After You Read: Vocabulary   **Zlateh the Goat (short story)**  Latin prefix –ex, and –in   * Making Connections: Vocabulary * Vocabulary Development pgs.   222,226,228   * After You Read: Vocabulary   **Other resources**  [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)  Vocabulary central  “The Drive-In Movies” or “The Market Square Dog”  Integrated Language Arts: Singular and Plural Nouns pg. 62  My Papa, Mark Twain (biography)  Integrated Language Arts: Pronouns pg. 108  ***Elements of Language*- Holt Publishing**  Nouns – common, proper, singular and plural Pronouns  Verbs  “The Adventures of Tom Sawyer”  See Tom Sawyer Unit Skills   * Nouns – common, proper, singular and plural * Pronouns * Simple Verb tenses, principal parts of verbs |



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|  |  | Identify the correct use of **nouns** (i.e., common/ proper, singular/plural, possessives) and pronouns (i.e., agreement, subject) within context. Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.  Select the most appropriate method to correct a run-on sentence. | ***Elements of Language*- Holt Publishing**  Skills   * Nouns – common, proper, singular and plural * Pronouns * Simple Verb tenses, principal parts of verbs   ***Prentice Hall Literature-* Pearson Publishing**  “The Drive-In Movies” or “The Market Square Dog” (autobiography)  Latin prefix pre-, Anglo Saxon prefix be-   * Making Connections: Vocabulary pg. 44 **or** 52 * Vocabulary Development pgs.   44,46,48 **or** 52,54,56,58   * After You Read: Vocabulary pgs.   51 **or** 61  My Papa, Mark Twain (biography)  Latin root –sequ and -sec   * Making Connections: Vocabulary pg. 94 * Vocabulary Development pgs. 94, 96, 98 * After You Read: Vocabulary pg.   101  **Other resources**  [www.pearsonsuTN Readyessnet.com](http://www.pearsonsuccessnet.com/) - Vocabulary central Word Benches pg. 57-61 (Greek and Latin affixes)  [http://www.tennessee.gov/education/standards/e](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf)  [nglish/ENG\_3081.pdf](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf) |



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| **Writing** | **Writing**  **6.W.TTP.1**  Write arguments to support claims with clear reasons and relevant evidence.  **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.  **6.W.PDW.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Writing**  **Learning Outcomes (I can)**  **a.** Introduce claim(s).  **b.** Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).  **c.** Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.  **d.** Use credible sources and demonstrate understanding of the topic or source material.  **e.** Craft an effective and relevant conclusion that supports the argument presented.   1. Engage and orient the reader by establishing a context and point of view introducing a speaker/narrator and/or participants/characters. 2. Organize an event sequence that unfolds naturally and logically. 3. Create a smooth progression of experiences or events. 4. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. 5. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events. 6. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. 7. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | **Writing**  ***Prentice Hall Literature-* Pearson Publishing Routine Writing (text-dependent):**  Writing About the Big Question After You Read  Journal entries  Daily Language Practice  Graphic Organizers - Elements of Fiction and Nonfiction Graphic Organizer (Chart)  Other Resources - Show You Know Sentences #1-3  **Analysis** (argument) Argumentative Essay Outline How to write an argumentative essay  Write and present a short argumentative speech that Aaron might give to urge his father to keep Zlateh, or that Marpiyawin might give to urge her people to help the wolves. Choose a character and state your position clearly pg. 241.  **Analysis** (argument)  Performance Task #2 pg. 170 – Write an argumentative essay discussing the central idea of one of the selections. Take a position and write a statement of your position supporting it with details from the text.  **Narrative** pg. 62  Write an autobiographical narrativeabout an interesting experience in your life. Use details from the passage to help you write your story. Be certain to use narrative techniques such as dialogue, description, and pacing to develop experiences and events. |



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|  | **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.)  **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.  **6.W.PDW.7**  Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.  **6.W.PDW.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.  **6.W.PDW.9**  Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.  **6.W.RW.10**  Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |  | **Argumentative Writing Resources:**  [http://tncore.org/sites/www/Uploads/TNCORE/Ru](http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr6-8.pdf)  [brics/OpArgRubric-Gr6-8.pdf](http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/OpArgRubric-Gr6-8.pdf) - TN Argumentative Writing Rubric <http://www.roanestate.edu/owl/argument.html>  [http://www.uwc.ucf.edu/handouts/Sample\_Argum](http://www.uwc.ucf.edu/handouts/Sample_Argument_Outline.pdf) [ent\_Outline.pdf](http://www.uwc.ucf.edu/handouts/Sample_Argument_Outline.pdf) <http://www.livebinders.com/play/play?id=180940>  [http://www.schoolimprovement.com/common-](http://www.schoolimprovement.com/common-core-360/blog/common-core-writing-activities)  [core-360/blog/common-core-writing-activities](http://www.schoolimprovement.com/common-core-360/blog/common-core-writing-activities)  **Analysis** (argument) See Tom Sawyer Unit  Write an argumentativeessay discussing a theme of this selection. Take a position and write a statement of your position and support it with details from the texts you have read. pg. 170 Performance Task #1.  Sometimes adults believe they have the right answers because of their experiences. However, adults can learn valuable lessons from children because of their innocence. Use the incident between Tom and Becky to further develop this argument.  Reflect on the roles of the women in the selection (Becky, Aunt Polly, and Widow Douglas). Are the roles of women in present day society different than in the selection? Use evidence from “The Adventures of Tom Sawyer” to support your response. |
| **Informational**  **Text** | **Informational**  **6.RI.KID.1**  Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.  **6.RI.KID.2**  Determine a central idea of a text and how it is conveyed through details; provide an objective summary.  **6.RI.CS.6**  Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.  **6.RI.IKI.7**  Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.  **6.RI.RRTC.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. | **Informational**  **Learning Outcomes (I can)**  Provide detailed analysis of how a key individual, event or idea is **introduced** in a text (e.g., through examples and anecdotes).  Provide detailed analysis of how a key individual, event or idea is illustrated in a text (e.g., through examples and anecdotes).  Provide detailed analysis of how a key individual, event or idea is elaborated in a text (e.g., through examples and anecdotes).  Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).  Provide an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.  Provide an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.  Provide a statement of an author’s point of view in a text.  Provide a statement of an author’s purpose  in a text.  Provide an explanation of how the author’s point of view or purpose is conveyed in the text. | **Informational**  **Prentice Hall Literature – Reading Selections**  **Determining Central Ideas in Non-fiction**  Literary Analysis Workshop  My Heart in the Highlands and from the Letter on Thomas Jefferson (nonfiction)  o **Skills:** elements of nonfiction, determining central ideas, supporting details, author’s purpose, making inferences  “The Drive-In Movies” or “The Market Square Dog” (autobiography)   * **Skills:** predictions and making inferences, narrator and point of view   My Papa, Mark Twain (biography)  **Skills:** author’s point of view (perspective), fact and opinion, determining central ideas, supporting details, making inferences |



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| **Speaking and Listening** | **Speaking and Listening**  **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.  **6.SL.CC.2**  Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.  **6.SL.CC.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.  **6.SL.CC.6**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **Speaking and Listening**  **Learning Outcomes (I can)**  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.   I can come to discussions prepared, refer to the evidence on the topic, and reflect on the discussion.   I can organize and present claims and findings using descriptions, facts, and details.   I can use appropriate eye contact, adequate volume, and clear pronunciation during a presentation.   I can adapt speech to a variety of contexts and tasks while demonstrating a command of formal English. | **Speaking and Listening** |