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| **Second Quarter** | **TN Standards** | **Learning Outcomes (I can)**  | **Resources** |
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| **Informational Text** | **Informational** **6.RI.KID.2**Determine a central idea of a text and how it is conveyed through details; provide an objective summary. **6.RI.KID.3**Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.**6.RI.CS.4**Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**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.**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.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.**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). 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 a statement of an author’s point of view in a text. Provide an explanationof how the author’s point of view or purpose is conveyed in the text. Provide a statement of the central idea(s) of a text. Provide a statement of how the central idea is conveyed through particular details. Provide an objective summary of the text distinct from personal opinions or judgments. 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 contributes to the development of the ideas. | **Prentice Hall Literature – Reading Selections****Types, Elements, Determining Author’s Purpose and Point of View, and Analyzing the Development of Key Ideas in Nonfiction** Literary Analysis Workshop “from This Land Was Made” (nonfiction) and “from Zlata’s Diary” (narrative essay)* + **Skill Focus:** author’s purpose, point of view, forms of nonfiction, word choice, key ideas, types of support, figurative language, tone

 Water or Hard as Nails (autobiographical narrative) * **Skill Focus:** author’s purpose, autobiographical essay, point of view, forms of nonfiction, word choice, key ideas, types of support, figurative language, tone

 Jackie Robinson: Justice at Last or The Shutout (expository essay) * **Skill Focus:** author’s purpose, expository essay, point of view, forms of nonfiction, word choice, key ideas, types of support, figurative language, tone
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|  | **6.RI.IKI.9**Compare and contrast two or more authors’ presentation of the same topic or event. |  |  **(Unit 3) Types, Elements, Determining Author’s Purpose and Point of View, and Analyzing the Development of Key Ideas in Nonfiction** La Lena Buena (narrative essay) **or** from The Pigman and Me (reflective essay) * **Skill Focus:** main idea and supporting details, mood, author’s influences, forms of nonfiction, word choice, key ideas, types of support, figurative language, tone

**Analyze Compare-and-Contrast Organization** Reading for Information: Race to the End of the Earth (expository text) and Gold Rush: Journey by Land (annotated map) pg. 334  **Skill Focus:** Compare and contrast organization  **Extended Text – Informational****Types, Elements, Determining Author’s Purpose and Point of View, and Analyzing the Development of Key Ideas in Nonfiction** “Leon’s Story” (autobiography)  **Skills:** author’s purpose, mood, tone, autobiographical essay, main idea, key ideas, supporting details, word choice, author’s influences, forms of nonfiction, types of support, figurative language* See L eon’s Story Unit
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| **Writing to Texts** | **Writing****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. **6.W.TTP.1**Write arguments to support claims with clear reasons and relevant evidence. **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)** 1. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
2. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
3. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
4. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
5. Craft an effective and relevant conclusion.
6. Include formatting, graphics, and multimedia when appropriate.
7. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
8. Use precise language and domain-specific vocabulary.
9. Use varied sentence structure to enhance the meaning and reader interest.
10. Establish and maintain a formal style.

 **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.  | **Writing*****Prentice Hall Literature-* Pearson Publishing Routine Writing (text-dependent):**Writing About the Big QuestionAfter You Read, Journal entries, Summaries, Daily Language Practice, Graphic Organizers **Analysis (**focus on informing and explaining**)** Performance Task #1 pg. 542- Determine the Author’s Point of View- Write an essayin which you determine the author’s point of view in a nonfiction text from this unit. Performance Task #2 pg. 542- Analyze the Structure of a Text- Write an **essay** in which you analyze how a paragraph or section helps to develop ideas in a nonfiction work from this unit.**Analysis (**focus on informing and explaining**)** (La Lena Buena or from the Pigman and Me pg. 509) Write a problem-and-solution essaybased on the selection you read. Your essay should help a newcomer adjust to either a new school or a new country. (Reading for Information pg. 341) Write an essaythat describes the journeys of two teams of explorers in “Race to the End of the Earth.” Compare the journey of the Norwegian team with the journey of the British team. (Becky and the Wheels-and-Brake Boys and The Southpaw pg. 263) Compare and Contrast the traits and motives of Becky and Janet. In a brief essay, draw conclusions about how each girl’s character traits support her motivation to get what she wants. |

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|  |  **Writing** **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. |  **Writing****Learning Outcomes (I can)**   |  **Writing****Analysis** (focus on informing and explaining) Leon said that white people kept black people down because they didn't educate black people. What does Leon mean? Do you agree with him? Support your answer with evidence from the text. Leon is surprised when the National Guard arrests white men for abusing them. Why is he surprised? Explain your answer. Throughout the book Leon's parents encourage Leon and the other kids to just leave things alone and don't try to change things. Why do you think they felt that way? Do you think they eventually changed their minds? Why or why not? Support your answer with evidence from the text. |

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| **Second Quarter** | **TN Standards** | **Learning Outcomes (I can)**  | **Resources** |
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| **Literature** | **Literature** **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.IKI.7**Compare and contrasts the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.**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 an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas. Provide a description of how a particular story 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****Comparing Characters’ Motives** Comparing Literary Works: Becky and the Wheels- and-Brake Boys and The Southpaw (short story) pg. 252 * **Skill Focus:** character traits, plot, character motives, internal and external factors, setting, conflict
* After You Read
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| Speaking and Listening | Speaking and Listening | Speaking and Listening | Speaking and Listening |

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| **Language** | **Language****6.L.CSE.1**Demonstrate command of the conventions of standard English grammar and usage.**6.L.KL.3**When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone. | **Language****Learning Outcomes (I can)** **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** **La Lena Buena (narrative essay) or from The Pigman and Me (reflective essay)**Integrated Language Arts: Conjunctions and Interjections pg. 508Reading Application, Writing Application Prentice Hall Writing Coach **Reading for Information: Race to the End of the Earth (expository text) and Gold Rush: Journey by Land (annotated map)** pg. 334* Adverbs
* Conjunctions and Interjections

 **Comparing Literary Works: Becky and the****Wheels-and-Brake Boys and The Southpaw** (short story) pg. 252* Adverbs
* Conjunctions and Interjections

 **Water or Hard as Nails (autobiographical narrative)**Integrated Language Arts: Adjectives and Articles pg. 416Reading Application Writing Application Prentice Hall Writing Coach **Jackie Robinson: Justice at Last or The Shutout (expository essay)*** Integrated Language Arts: Comparisons with Adjectives (comparative/ superlative) pg. 434

Reading Application Writing Application Prentice Hall Writing Coach***Elements of Language*- Holt Publishing** Conjunctions and InterjectionsAdverbs***Elements of Language*- Holt Publishing**Adjectives and ArticlesComparisons with Adjectives (comparative/ superlative) |
| **Second Quarter** | **TN Standards** | **Learning Outcomes (I can)**  | **Resources** |
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| **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. | **Language** **Learning Outcomes (I can)** 1. Use context as a clue to the meaning of a word or a phrase.
2. Use common grade-appropriate morphological elements as clues to the meaning of a word or phrase.
3. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
4. 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. | **Language*****Prentice Hall Literature-* Pearson Publishing** **Literary Analysis Workshop -** “from This Land Was Made” (nonfiction) and “from Zlata’s Diary” (narrative essay)* Introducing the Big Question: Learning Big Question Vocabulary pg. 377

 **Water or Hard as Nails (autobiographical narrative)*** Latin suffix - ance
	+ Making Connections:

 **Jackie Robinson: Justice at Last or The Shutout (expository essay)*** Latin prefix sub- or super-
	+ Making Connections:

Vocabulary pg. 420 **or** 426* + Vocabulary Development pgs. pg. 420, 422 **or** 426, 428, 430

**Other resources**[www.pearsonsuccessessnet.com](http://www.pearsonsuccessnet.com/) - Vocabulary central Word Benches pg. 57-61 (Greek and Latin affixes)  [http://www.tennessee.gov/education/standards/](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf) english/ENG\_3081.pdfVocabulary pg. 396 **or** 404Vocabulary Development pgs.396, 398, 400 **or** 404, 406,410,412After You Read: Vocabulary pg. 403 **or** 415After You Read: Vocabulary pgs. 425 **or** 433**Extended Text- Types, Elements, Determining Author’s Purpose and Point of View, and Analyzing the Development of Key Ideas in Nonfiction** Leon’s Story (autobiography) See Unit |





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|  |  |  | ***Prentice Hall Literature-* Pearson Publishing** **La Lena Buena (narrative essay) or from The Pigman and Me (reflective essay)*** Making Connections: Vocabulary pg. 490

**or** 496* Vocabulary Development pgs. 490, 492

**or** 498, 502, 504* After You Read: Vocabulary pg. 495 **or**

507 **Reading for Information: Race to the End of the Earth (expository text) and Gold Rush: Journey by Land (annotated map)** pg. 334* Reading for Information: Resources Area Vocabulary pg. 334
* Vocabulary Development pg. 334, 336
* After You Read: Resources Area Vocabulary pg. 341

 **Comparing Literary Works: Becky and the****Wheels-and-Brake Boys and The Southpaw** (short story) pg. 252* Vocabulary Development pgs. 250, 254,

256 (Think Aloud –Using Context), 262**Other resources**www.pearsonsuccessnet.com - Vocabulary central Word Benches pg. 57-61 (Greek and Latin affixes)  [http://www.tennessee.gov/education/standards/](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf)  [english/ENG\_3081.pdf](http://www.tennessee.gov/education/standards/english/ENG_3081.pdf)***Elements of Language*- Holt Publishing**Adjectives and ArticlesComparisons with Adjectives (comparative/ superlative)AdverbsConjunctions and Interjections***Prentice Hall Literature-* Pearson Publishing** Prentice Hall Writing Coach |