### 2017.18 Sixth Grade, ELA, Quarter 2

<table>
<thead>
<tr>
<th>Big Ideas/Key Concepts:</th>
<th>Information, Argument, and Persuasion in Nonfiction and Media (Unit 8)</th>
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<tbody>
<tr>
<td>Writing Focus:</td>
<td>Argument</td>
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<thead>
<tr>
<th>Ongoing Standards and Expectations</th>
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<tbody>
<tr>
<td><strong>Reading - Volume of reading is an important aspect of an effective ELA classroom.</strong></td>
</tr>
<tr>
<td><strong>6.RL.RRTC.10</strong> 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.</td>
</tr>
<tr>
<td><strong>6.RI.RRTC.10</strong> 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.</td>
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</table>

**Lexile Bands for College and Career Readiness 6th- 925L-1070L**

<table>
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<tr>
<th>Writing - Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.</th>
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<tbody>
<tr>
<td><strong>6.W.PDW.4</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
</tr>
<tr>
<td><strong>6.W.PDW.5</strong> 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.)</td>
</tr>
<tr>
<td><strong>6.W.PDW.6</strong> 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.</td>
</tr>
<tr>
<td><strong>6.W.RBPK.7</strong> Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.</td>
</tr>
<tr>
<td><strong>6.W.RBPK.8</strong> 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.</td>
</tr>
<tr>
<td><strong>6.W.RBPK.9</strong> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.</td>
</tr>
<tr>
<td><strong>6.W.RW.10</strong> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
</tr>
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</table>
Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction. These standards are repeated each nine weeks. Mastery of all of these standards is not expected until 4th quarter. These skills should be reinforced every nine weeks.

- Develop a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunctions, introductory words, appositives, interrupters).
- Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).
- Correctly use commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.
- Correctly use subject-verb agreement (person/number) within context.

REVIEW FROM ELEMENTARY GRADES:

- Correctly use nouns (i.e., common/proper, singular/plural, possessives) and pronouns (i.e., agreement, subject, object) within context.
- Correctly use verbs (i.e., action, linking, regular/irregular, agreement) within context.
- Correctly use subject-verb agreement (person/number) within context.
- Correctly use adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.
- Correctly use prepositional phrases (place prepositional phrases correctly according to the words they modify within the sentence) within context.
- Correctly use conjunctions (i.e., coordinating and subordinating) and interjections within context.
- Correctly use quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).
- Recognize and correct common errors in usage.
### Big Ideas/Key Concepts:

*Can information be trusted?* Information, Argument, and Persuasion in Nonfiction and Media (Unit 8)

### Writing Focus: Argument

<table>
<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td><strong>Reading (Informational Text)</strong></td>
<td></td>
</tr>
<tr>
<td>6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</td>
<td>- I can cite textual evidence to look more closely at a text.</td>
</tr>
<tr>
<td>6.WCE.ELA.3 Formulate clarifying questions for use before, during, and after reading.</td>
<td>- I can formulate clarifying questions to create a better understanding of the text for use before, during, and after reading.</td>
</tr>
<tr>
<td>6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</td>
<td>- I can determine the central ideas or themes of a text and examine their development.</td>
</tr>
<tr>
<td>6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</td>
<td>- I can summarize using relevant supporting details and key ideas.</td>
</tr>
<tr>
<td>6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>- I can examine closely how key individual, event, or idea is introduced, illustrated, and developed in a text.</td>
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<td></td>
<td>- I can determine the meaning of words and phrases as they are used in a text.</td>
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<td></td>
<td>- I can determine how a particular sentence, paragraph, chapter, or section fits into a text and contributes to the development of ideas.</td>
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<td>- I can determine the author’s point of view and how it is</td>
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<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td><strong>6.RI.CS.5</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>6.RI.CS.6</strong></td>
<td>Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</td>
</tr>
<tr>
<td><strong>6.RI.IKI.7</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>6.RI.IKI.8</strong></td>
<td>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.</td>
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<tr>
<td><strong>6.RI.IKI.9</strong></td>
<td>Compare and contrast two or more authors’ presentation of the same topic or event.</td>
</tr>
<tr>
<td><strong>6.RI.RRTC.10</strong></td>
<td>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.</td>
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- I can develop an understanding of a topic or issue by integrating information presented in different media and formats.
- I can trace and evaluate the claims and evidence in an argument.
- I can compare and contrast one author’s presentation of events with that of another.
- I can read and understand a variety of nonfiction throughout the year with more independence.
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<tr>
<td>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</td>
</tr>
<tr>
<td>6.W.TTP.1a Introduce claim(s).</td>
</tr>
<tr>
<td>6.W.TTP.1b Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</td>
</tr>
<tr>
<td>6.W.TTP.1c Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</td>
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<tr>
<td>6.W.TTP.1d Use credible sources and demonstrate an understanding of the topic or source material.</td>
</tr>
<tr>
<td>6.W.TTP.1e Craft an effective and relevant conclusion that supports the argument presented.</td>
</tr>
<tr>
<td>6.W.TTP.1f Use precise language and content-specific vocabulary.</td>
</tr>
<tr>
<td>6.W.TTP.1g Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</td>
</tr>
<tr>
<td>6.W.TTP.1h Use varied sentence structure to enhance meaning and reader interest.</td>
</tr>
<tr>
<td>6.W.TTP.1i Establish and maintain a formal style.</td>
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<td>6.WCE.ELA.5 Develop an effective thesis statement and appropriate topic sentences when writing.</td>
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<td>6.W.TTP.2a Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</td>
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<td>6.W.TTP.2b Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</td>
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6.W.RBP.K.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.
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<tr>
<td><strong>6.SL.CC.1</strong> 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</td>
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<tr>
<td><strong>6.SL.CC.2</strong> Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.</td>
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<tr>
<td><strong>6.SL.CC.3</strong> Explain a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</td>
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<td><strong>6.SL.PKI.4</strong> 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.</td>
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<tr>
<td><strong>6.SL.PKI.5</strong> Include multimedia components and visual displays in presentations to clarify information.</td>
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<tr>
<td><strong>6.SL.PKI.6</strong> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</td>
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<tr>
<td>• I can engage in collaborative discussions and build on other’s ideas.</td>
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<td>• I can come to discussions prepared, refer to the evidence on the topic, and reflect on the discussion.</td>
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<td>• I can present and respond to questions with elaboration and detail.</td>
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<tr>
<td>• I can interpret information presented in different formats and media and explain how it contributes to the topic.</td>
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<td>• I can describe a speaker’s argument or claims by identifying the evidence.</td>
<td></td>
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<tr>
<td>• I can organize and present claims and findings using description, facts, and details.</td>
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<tr>
<td>• I can use appropriate eye contact, adequate volume, and clear pronunciation during a presentation.</td>
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<td>• I can include multimedia and visual displays in presentations to clarify information.</td>
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<td>• I can adapt speech to a variety of contexts and tasks while demonstrating a command of formal English.</td>
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<tr>
<td>6.L.CSE.1 Demonstrate command of the conventions of standard English</td>
<td>• I can demonstrate a command of the conventions of Standard English</td>
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<tr>
<td>grammar and usage.</td>
<td>grammar and usage when writing or speaking.</td>
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<tr>
<td>6.L.CSE.1a When reading or listening, explain the function of</td>
<td>• I can use pronouns in the proper case when writing or speaking.</td>
</tr>
<tr>
<td>pronouns (case, intensive pronouns, pronoun antecedent</td>
<td>• I can use intensive pronouns when writing or speaking.</td>
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<td>agreement).</td>
<td>• I can recognize and correct inappropriate shifts in pronoun</td>
</tr>
<tr>
<td>6.L.CSE.1b When writing or speaking, use pronouns (case, intensive</td>
<td>number and person when writing or speaking.</td>
</tr>
<tr>
<td>pronouns, pronoun antecedent agreement) effectively.</td>
<td>• I can explain the function of phrases and clauses.</td>
</tr>
<tr>
<td>6.L.CSE.1c When reading and listening, explain the function of phrases</td>
<td>• I can use simple, compound, complex sentences.</td>
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<td>and clauses.</td>
<td>• I can demonstrate a command of the conventions of Standard English</td>
</tr>
<tr>
<td>6.L.CSE.1d When writing or speaking, use simple, compound, and complex</td>
<td>capitalization, spelling when writing.</td>
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<tr>
<td>sentences.</td>
<td>• I can use knowledge of language (e.g., parts of speech, punctuation,</td>
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<td></td>
<td>• I can use commas, quotation marks, and colons correctly in</td>
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<td></td>
<td>• I can vary sentence patterns for meaning, reader/listener</td>
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<td></td>
<td>• I can maintain consistency in style and tone.</td>
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<tr>
<td>6.L.CSE.2 Demonstrate command of the conventions of standard English</td>
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<tr>
<td>capitalization, punctuation, and spelling. When reading</td>
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<tr>
<td>or writing, explain the functions of commas, parentheses,</td>
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<tr>
<td>and dashes to set off parenthetical elements and use</td>
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<td>them correctly to do so.</td>
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<td>6.WCE.8</td>
<td>Use quotation marks, commas (i.e. indirect quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items) in writing.</td>
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<tr>
<td>6.L.KL.3</td>
<td>When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.</td>
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<td>6.L.VAU.4</td>
<td>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.</td>
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<tr>
<td>6.L.VAU.4a</td>
<td>Use context as a clue to the meaning of a word or a phrase.</td>
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<tr>
<td>6.L.VAU.4b</td>
<td>Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</td>
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<tr>
<td>6.L.VAU.4c</td>
<td>Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</td>
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<tr>
<td>6.L.VAU.4d</td>
<td>Use etymological patterns in spelling as clues to the meaning of a word</td>
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<tr>
<td>•</td>
<td>I can use vocabulary knowledge when determining importance of grade specific words or phrases.</td>
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<tr>
<td>•</td>
<td>I can determine or clarify the meaning of unknown words and multiple meaning words and phrases.</td>
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<tr>
<td>•</td>
<td>I can use context as a clue to word meaning.</td>
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<td>•</td>
<td>I can use a dictionary to determine the meaning of a word or phrase.</td>
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<tr>
<td>•</td>
<td>I can consult reference materials to determine word meaning, part of speech and pronunciation.</td>
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<td>•</td>
<td>I can use knowledge of root Greek or Latin affixes and roots as clues to the meaning of a word.</td>
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<tr>
<td>•</td>
<td>I can use my knowledge of figurative language to show relationships words and phrases.</td>
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or phrase.

**6.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

**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.