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2023-24 6th Grade ELA Curriculum Map

The purpose of the Year at a Glance document is to provide a quick overview of content and skills and the order in which a teacher presents them.

“The committee of Tennessee teachers, administrators, and higher education faculty who wrote the standards maintained an intentional focus on the language of the five strands. Following the mantra of “read about it, talk about it, write about it”—the committee approached reading and writing as reciprocal skills; therefore, the role of texts and routine writing permeates all of the standards. Students should read high quality texts, discuss their interpretation and analysis, and write about their learning. When working with the writing speaking and listening standards, students should engage in reading and research practices as well as focus on the craft and correctness of their language.” Tennessee English Language Arts Standards

Tennessee English Language Arts Standards

This document provides a listing of ELA focus standards per quarter. Although standards are divided on this map, all ELA standards should be repeatedly and strategically used over the course of the year to strengthen reading and writing skills and deepen understanding of increasingly complex texts. Our Tennessee Academic Standards document states that “...planning for instruction needs to begin with a high-quality text and [that] planning decisions with the standards center on the selection(s).”

Classroom materials, plans, and instructional strategies should reflect the three ELA instructional shifts:

- Regular practice with complex text and its academic vocabulary
- Reading and writing grounded in evidence from literary and informational text
- Building knowledge through content-rich literary and informational text



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WRITING

Although each quarter has a writing focus for explicit instruction, all three modes of writing should be practiced and reinforced over the course of the semester across ELA units as appropriate for unit texts and tasks

Quarter 1
August 4-October 6

Unit One: Childhood

27 Days (August 4, 2023-September 15, 2023)

Writing Focus

6.W.T.TP.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.

- Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.
- 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.

TN State Standard

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.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

ACT Standard

USG 503 Recognize and correct vague and ambiguous pronouns
 CLR 402 Draw logical conclusions in somewhat challenging passages.
 IDT 501 Infer a central idea or theme in somewhat challenging passages or their paragraphs.
 IDT 503 Summarize key supporting ideas and details in more challenging passages.

Pacing Possible Texts

- **Begin August 8th****
- Narrative Pre Assessment **1 day**
 - WG: from Brown Girl Dreaming **9 days (Memoir Poem- Performance Task)**
 - WG: Calvin & Hobbes **2 days**
 - SG: Michaela DePrince: The War Orphan Who Became a Ballerina **3 Days**
 - Bad Boy **2 Days**
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2023-24 6th Grade ELA Curriculum Map

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<p>6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</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 development of the theme, setting, or plot.</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.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p> <p>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.</p> <p>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. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade -appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>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.</p> <p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns</p>	<p>REL 502 Understand implied or subtly stated comparative relationships in somewhat challenging passages.</p> <p>REL 504 Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.</p>	<ul style="list-style-type: none">● SG: I Was A Skinny Tomboy 2 days● Unit Performance Task- "Raymond's Run" The moment in which Raymond watches Squeaky cross the finish line-write an exploded moment from Raymond's point of view, guidance p 86● Unit 1 Test- 1 day● Independent Reading Choices -small group reteach (4 days)<ul style="list-style-type: none">○ from Peter Pan○ Oranges○ The Boy Nobody Knew○ Eleven
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<p>(pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun 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.</p>		
<p>WIDA STANDARDS ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by identifying a theme or central idea that develops over the course of a text, analyzing how character attributes and actions develop in relation to events or dialogue, and evaluating impact of specific word choices about meaning and tone. ELD-LA.6-8.Narrate.Expressive: Multilingual learners will construct language arts narratives that orient audience to context and point of view, develop and describe characters and their relationships, develop story, including themes with complication and resolution, time, and event sequences, and engage and adjust for audience.</p>		
<p>Unit Two: Animal Allies 31 days (September 18, 2023- October 6, October 17-November 10, 2023)</p>		
<p>Writing Focus 6. W.TT P.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style. 		



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2023-24 6th Grade ELA Curriculum Map

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TN State Standard	ACT Standard	Pacing / Possible Texts
<p>Priority Standards</p> <p>6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.</p> <p>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.</p> <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 specific word choices on meaning and tone, including allusions to other texts.</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 development of the theme, setting, or plot.</p> <p>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.</p> <p>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.</p> <p>6. L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>SST 602 Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole.</p> <p>PUN 401 Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated.</p> <p>PUN 404 Use commas to set off parenthetical elements.</p> <p>CLR 402 Draw logical conclusions in somewhat challenging passages. IDT 501 Infer a central idea or theme in somewhat challenging passages or their paragraphs.</p> <p>CLR 302 Draw simple logical conclusions in somewhat challenging passages.</p> <p>IDT 402 Identify a clear central idea or theme in somewhat challenging passages or their paragraphs.</p> <p>IDT 403 Summarize key supporting ideas and details in somewhat challenging passages.</p> <p>REL 301 Identify clear comparative relationships between main characters in somewhat challenging literary narratives.</p>	<ul style="list-style-type: none"> ● Informative/Explanatory Pre-assessment/stations 2 Days <p>*Begin mentor texts for informational writing- Use Independent Reading new articles and formulate into essays, scaffolding paragraphs like Wit & Wisdom (Heinemann resources for exemplars as well)</p> <ul style="list-style-type: none"> ● WG: A Blessing & Predators 1 Day ● WG: My Life with the Chimpanzees 5 Days ● WG: The True Story of a Loyal Dog 3 Days ● Performance Task Writing -What qualities do Goodall and Turner believe people and animals share? p.128 ● BENCHMARK ONE- 1 day ● Independent Reading Groups- 3 days ● Where the Red Fern Grows 17 days ● Writing Benchmark ONE- 1 day ● Unit 2 Test - 1 Day <p><i>*Explanatory Writing will be taught and modeled alongside whole group texts. Students will have working evidence charts to collect evidence throughout readings</i></p>



Engage. Challenge. Inspire.

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<p>a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</p> <p>b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.</p> <p>c. When reading and listening, explain the function of phrases and clauses.</p> <p>d. When writing or speaking, use simple, compound, and complex sentences.</p> <p>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.</p>		
<p>WIDA STANDARDS:</p> <p>ELA-LA.6-8.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by identifying and/or summarizing main ideas and their relationship to supporting ideas, analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors, and evaluating the impact of author’s key word choices over the course of a text.</p> <p>ELA-LA.6-8.Inform. Expressive: Multilingual learners will construct informational texts in language arts that introduce and define topic and/or entity for audience, establish objective or neutral stance, add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors, and develop coherence and cohesion throughout text.</p>		
<p>Quarter 2 October 10th-December 16th</p>		
<p>Unit FIVE: What drives people to explore? 25 days (November 13, 2023- December 20, 2023)</p>		
<p>Writing Focus</p> <p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p>		



Engage. Challenge. Inspire.

2023-24 6th Grade ELA Curriculum Map

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- c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- d. Use credible sources and demonstrate an understanding of the topic or source material.
- e. Craft an effective and relevant conclusion that supports the argument presented.
- f. Use precise language and content-specific vocabulary.
- g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- h. Use varied sentence structure to enhance meaning and reader interest.
- i. Establish and maintain a formal style.

TN State Standard	ACT Standard	Pacing
<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.</p> <p>6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed 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.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.CS.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in a text.</p> <p>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.</p>	<p><u>IDT 401</u>. Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives</p> <p><u>IDT 402</u>. Identify a clear central idea or theme in somewhat challenging passages or their paragraphs</p> <p><u>IDT 403</u>. Summarize key supporting ideas and details in somewhat challenging passages</p> <p><u>IDT 501</u> Infer a central idea or theme in somewhat challenging passages or their paragraphs.</p> <p><u>USG 503</u> Recognize and correct vague and ambiguous pronouns.</p> <p><u>PUN 401</u> Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated.</p> <p><u>PUN 404</u> Use commas to set off parenthetical elements.</p> <p><u>PPV 501</u> Infer a purpose in somewhat challenging passages and how that purpose shapes content and style.</p>	<ul style="list-style-type: none"> ● Argument Writing Pre-assessment 1 day <p>Begin Argument Writing Exemplars/mentor texts- Use Independent Reading new articles and formulate into essays, scaffolding paragraphs like Wit & Wisdom (Heinemann resources for exemplars as well)</p> <ul style="list-style-type: none"> ● Tales from the Odyssey 4 days ● To the Top of Everest 3 days ● Comparing Texts 2 Days ● “Mars Can Wait, Oceans Can’t” 3 Days ● “Should NASA Pay Companies to Fly Astronauts to the ISS?” 2 Days ● “Should Polar Tourism Be Allowed?” 2 Days ● Independent Reading Choice Groups- 2 Days ● STAR/Benchmark/Unit test (3 Days) ● from Lewis and Clark 2 Days <p><i>*Argument Writing will be taught and modeled alongside whole group texts.</i></p> <p><i>Extended Read in January- A Wrinkle in Time (21 days)</i></p>



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2023-24 6th Grade ELA Curriculum Map

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<p>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.</p> <p>L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage</p> <ol style="list-style-type: none"> When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). When writing or speaking, use pronouns (pronoun 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>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.</p>	<p><u>TST 505</u> Analyze the overall structure of more challenging passages.</p>	
<p>WIDA STANDARDS:</p> <p>ELA-LA.6-8.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central idea district from prior knowledge or opinions, analyzing how an author acknowledges and responds to conflicting evidence or view points, and evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims.</p> <p>ELA-LA.6-8. Argue. Expressive: Multilingual learners will construct language arts arguments that introduce and develop claims and acknowledge counterclaims, support claims with reasons with reasons and evidence that are clear, relevant, and credible, establish and maintain formal style, and logically organize claims with clear reasons and relevant evidence; offer a conclusion.</p>		



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<p>Quarter 3 January 8th - March 15th</p>		
<p>Unit Four: Where Can Imagination Lead (QUARTER THREE) 20 days “A Wrinkle In Time” (January 8, 2024- February 5, 2024) 29 Days (February 6, 2024- March 15, 2024)</p>		
<p>Writing Focus</p> <p>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.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. 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. 		
<u>TN State Standard</u>	<u>ACT Standard</u>	<u>Pacing</u>
<p>Priority Standards</p> <p>6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</p> <p>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.</p> <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 specific word choices on meaning and tone, including allusions to other texts.</p>	<p><u>SST 301</u> Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered.</p> <p><u>CLR 402</u> Draw logical conclusions in somewhat challenging passages.</p> <p><u>IDT 501</u> Infer a central idea or theme in somewhat challenging passages or their paragraphs.</p> <p><u>IDT 503</u> Summarize key supporting ideas and details in more challenging passages.</p>	<ul style="list-style-type: none"> ● “A Wrinkle in Time” - 20 days ● Unit Test ● Importance of Imagination (TBD) ● Performance Task: Argument Writing/two articles with RI standards from Unit 5: Expedition and adventure have risks and rewards. Argue whether the rewards of expedition and adventure outweigh the risks in an objective argument essay. ● WG: The Phantom Tollbooth Act I 6 Days ● WG: The Phantom Tollbooth Act II 5 Days



Engage. Challenge. Inspire.

2023-24 6th Grade ELA Curriculum Map

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<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 development of the theme, setting, or plot.</p> <p>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.</p> <p>6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.</p> <p>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.</p> <ol style="list-style-type: none"> Use context as a clue to the meaning of a word or a phrase. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. Use etymological patterns in spelling as clues to the meaning of a word or phrase. <p>6.L.C SE.1 Demonstrate command of the conventions of standard English grammar and usage</p> <ol style="list-style-type: none"> When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. 	<p>REL 502 Understand implied or subtly stated comparative relationships in somewhat challenging passages.</p> <p>REL 504 Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.</p> <p><u>USG 503</u> Recognize and correct vague and ambiguous pronouns</p> <p><u>WME 402</u> Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings.</p>	<ul style="list-style-type: none"> ● <i>WG: from Alice’s Adventure in Wonderland</i> 2 Days ● Jaberwocky 1 day ● Unit 4 Test ● Writing Benchmark 3 ● Benchmark 3 ● Independent Reading Choice Days 3 days
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2023-24 6th Grade ELA Curriculum Map

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<p>c. When reading and listening, explain the function of phrases and clauses.</p> <p>d. When writing or speaking, use simple, compound, and complex sentences.</p>		
<p>WIDA STANDARDS</p> <p>ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by identifying a theme or central idea that develops over the course of a text, analyzing how character attributes and actions develop in relation to events or dialogue, and evaluating impact of specific word choices about meaning and tone.</p> <p>ELD-LA.6-8.Narrate.Expressive: Multilingual learners will construct language arts narratives that orient audience to context and point of view, develop and describe characters and their relationships, develop story, including themes with complication and resolution, time, and event sequences, and engage and adjust for audience.</p>		
<p>Quarter 4 March 25-May 21 (40 Days)</p>		
<p>TCAP REVIEW TIME 40 Days</p>		
<p>Writing Focus</p> <p>6.W.T TP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> 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 an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style. 		
<p><u>TN State Standard</u></p>	<p><u>ACT Standard</u></p>	<p><u>Pacing / Possible Texts</u></p>



Engage. Challenge. Inspire.

2023-24 6th Grade ELA Curriculum Map

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<p>Priority Standards</p> <p>6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence explicitly and draw logical inferences; cite textual evidence to support conclusions</p> <p>6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.</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.</p> <p>6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>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.</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.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.</p> <ol style="list-style-type: none">Use context as a clue to the meaning of a word or a phrase.Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.	<p><u>CLR 402</u> Draw logical conclusions in somewhat challenging passages.</p> <p><u>IDT 501</u> Infer a central idea or theme in somewhat challenging passages or their paragraphs.</p> <p><u>IDT 503</u> Summarize key supporting ideas and details in more challenging passages.</p> <p><u>REL 502</u> Understand implied or subtly stated comparative relationships in somewhat challenging passages.</p> <p><u>REL 504</u> Understand implied or subtly stated cause-effect relationships in somewhat challenging passages.</p> <p><u>WME 401</u> Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages.</p> <p><u>WME 402</u> Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings.</p> <p><u>TST 505</u> Analyze the overall structure of more challenging passages.</p> <p><u>PPV 501</u> Infer a purpose in somewhat challenging passages and how that purpose shapes content and style.</p>	<ul style="list-style-type: none">● TCAP Questions of the Day● Grammar- “Mechanically Inclined” and Quill Diagnostic● RL/RI Standard Review● Literature Circles
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Engage. Challenge. Inspire.

2023-24 6th Grade ELA Curriculum Map

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<p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>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.</p> <p>6. L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</p> <p>b. When writing or speaking, use pronouns (pronoun 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.</p>		
<p>WIDA STANDARDS:</p> <p>ELA-LA.6-8.Argue.Interpretive: Multilingual learners will interpret language arts arguments by identifying and summarizing central idea district from prior knowledge or opinions, analyzing how an author acknowledges and responds to conflicting evidence or view points, and evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims.</p> <p>ELA-LA.6-8. Argue. Expressive: Multilingual learners will construct language arts arguments that introduce and develop claims and acknowledge counterclaims, support claims with reasons with reasons and evidence that are clear, relevant, and credible, establish and maintain formal style, and logically organize claims with clear reasons and relevant evidence; offer a conclusion.</p>		