

6th Grade English Language Arts

First 9 Weeks

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Vary sentence patterns for meaning, reader/listener interest, and style.

Common Formative Assessment 1 – Week of August 29, 2016

- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. *
- 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.

Common Formative Assessment 2 – Week of October 3, 2016

Second 9 Weeks

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Spell correctly.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of the specific word choice on meaning and tone.

Common Formative Assessment 3 – Week of November 7, 2016

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.
- 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.
- Maintain consistency in style and tone.
- Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e. g., audience, auditory, audible).
- 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.

Common Formative Assessment 4 – Week of December 12, 2016

Third 9 Weeks

- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Distinguish among the connotation of words with similar denotations (e. g., stingy, scrimping, economical, un wasteful, thrifty).
- Consult reference materials (e. g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word and determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e. g., by checking the inferred meaning in context or in a dictionary).

- Explain how an author develops the point of view of the narrator or speaker in a text.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Common Formative Assessment 5 – Week of January 30, 2017

- Interpret figures of speech (e. g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- 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.
- Integrate information presented in different media or formats (e. g., visually, quantitatively) as well as in words to develop a coherent understanding or a topic or issue.
- Compare and contrast one author’s presentation of events with that of another (e. g., a memoir written by and a biography on the same person).
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Provide a conclusion that follows from the narrated experiences or events.
- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

- Compare and contrast texts in different forms or genres (e. g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Common Formative Assessment 6 – Week of March 6, 2017

Fourth 9 Weeks

- Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Common Formative Assessment 7 – Week of April 3, 2017

ELA 6th Grade State Standards are found:

http://tn.gov/assets/entities/education/attachments/std_eng_gr_6.pdf

**All common assessments will be scheduled within the week assigned. Each school may adjust the day of the week to meet the individual's school schedule.*

**Common assessments may be rescheduled due to inclement weather.*