

TNREADY 6TH GRADE ELA BLUEPRINT

	PART I		PART 2		Total # of items	Total # of Score pts.	% of test
	# of items	# of Score Points	# of items	# of Score Points			
WRITING						21	33%
*Focus and Organization	1 Operational 1 Field Test item	4	0	0	1	4	6%
*Development		4	0	0	0	4	6%
*Language and Style		4	0	0	0	4	6%
*Conventions		4	5	5	5	9	15%
READING						42-43	67%
*Reading Literature		0	16-18	17-20	16-18	17-20	27-31%
*Reading Informational		0	16-18	18-20	16-19	18-20	28-32%
*Vocabulary		0	4-5	5-6	4-5	5-6	8-9%

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
LITERATURE	KEY IDEAS & DETAILS	RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date Taught
		RL.2 Determine a theme or 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.	✓			
			Date taught			

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LITERATURE	KEY IDEAS & DETAILS	RL.3 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.	✓			
			Date taught			
	CRAFT & STRUCTURE	RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		✓		
			Date taught	Date taught		
		RL.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.	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
		RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	✓			
			Date taught			

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
LITERATURE	INTEGRATION OF KNOWLEDGE & IDEAS	RL.7 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.	✓			
			Date taught			
		RL.9 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.		✓		
			Date taught			
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
INFORMATIONAL TEXT	KEY IDEAS & DETAILS	RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
		RI.2 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.	✓			
			Date taught			
		RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		✓		
				Date taught		
	CRAFT & STRUCTURE	RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		✓		
				Date taught		

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INFORMATIONAL TEXT	CRAFT & STRUCTURE	RI.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.		✓		
		RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.		✓		
	INTEGRATION OF KNOWLEDGE & IDEAS	RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		✓		
		RI.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.			✓	

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INFORMATIONAL TEXT	INTEGRATION OF KNOWLEDGE & IDEAS	RI.9 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).		✓		
				Date taught		
	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	RI.10 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.	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
WRITING	TEXT TYPES & PURPOSES	<p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>			✓	
					A)Date taught	
					B)Date taught	
					C)Date taught	
					D)Date taught	
					E)Date taught	

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks		
WRITING	TEXT TYPES AND PURPOSES	<p>W.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> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		✓				
				a) Date taught				
				b) Date taught				
				c) Date taught				
				d) Date taught				
				e) Date taught				
				f) Date taught				

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WRITING	TEXT TYPES AND PURPOSES	<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	✓			
			a)Date taught			
			b)Date taught			
			c)Date taught			
			d)Date taught			
			e)Date taught			

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
WRITING	PRODUCTION AND DISTRIBUTION OF WRITING	W.4 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.)	✓	✓	✓	
			Date taught	Date taught	Date taught	
		W.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 on page 53.)	✓	✓	✓	✓
Date taught	Date taught	Date taught	Date taught			
		W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	✓	✓	✓	✓
Date taught	Date taught	Date taught	Date taught		RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
					✓	
Date taught	Date taught					

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
WRITING	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	✓			
				Date taught		
		W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”). b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”)	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
			Date taught	Date taught	Date taught	Date taught

	RANGE OF WRITING	W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓
			Date taught			

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
SPEAKING AND LISTENING	COMPREHENSION AND COLLABORATION	<p>SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	✓	✓	✓	✓
			a)Date taught	a)Date taught	a)Date taught	a)Date taught
			b)Date taught	b)Date taught	b)Date taught	b)Date taught
			c)Date taught	c)Date taught	c)Date taught	c)Date taught
			d)Date taught	d)Date taught	d)Date taught	d)Date taught

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
SPEAKING AND LISTENING	COMPREHENSION AND COLLABORATION	SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓ Date taught	✓ Date taught	✓ Date taught	✓ Date taught
		SL.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.			✓ Date taught	
	PRESENTATION OF KNOWLEDGE AND IDEAS	SL.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.			✓ Date taught	
		SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.		✓ Date taught		

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
SPEAKING AND LISTENING	PRESENTATION OF KNOWLEDGE AND IDEAS	SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicate appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
LANGUAGE	CONVENTIONS OF STANDARD ENGLISH	L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Recognize and correct inappropriate shifts in pronoun number and person.*		✓		
				a)Date taught		
				c)Date taught		
		L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*			✓	
					b)Date taught	
					d)Date taught	
					e)Date taught	

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STRAND	ANCHOR STANDARD	STANDARD	1 st 9 wks	2 nd 9wks	3 rd 9 wks	4 th 9 wks
LANGUAGE	CONVENTIONS OF STANDARD ENGLISH	L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	✓	✓	✓	✓
			a)Date taught	a)Date taught	a)Date taught	a)Date taught
			b)Date taught	b)Date taught	b)Date taught	b)Date taught
	KNOWLEDGE OF LANGUAGE	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	✓	✓	✓	✓
		a)Date taught	a)Date taught	a)Date taught	a)Date taught	
		b)Date taught	b)Date taught	b)Date taught	b)Date taught	
	VOCABULARY ACQUISITION AND USE	L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. a. 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.	✓	✓	✓	✓
		a)Date taught	a)Date taught	a)Date taught	a)Date taught	

		<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. 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).</p>	b)Date taught	b)Date taught	b)Date taught	b)Date taught
			c)Date taught	c)Date taught	c)Date taught	c)Date taught
			d)Date taught	d)Date taught	d)Date taught	d)Date taught
VOCABULARY ACQUISITION AND USE		<p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>			✓	
					a)Date taught	
					b)Date taught	
					c)Date taught	

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LANGUAGE	ANCHOR STANDARD	STANDARD	✓	✓	✓	✓
			Date taught	Date taught	Date taught	Date taught
	*This skill is likely to require continued attention in higher grades as it is applied to increasingly sophisticated writing and speaking.					