

A Blueprint for Learning

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

LANGUAGE ARTS
Sixth Grade

READING

The student will develop the skills necessary for word recognition, comprehension, interpretation, analysis and appreciation of print and nonprint texts.

Oral Language/Decoding

Key	Reporting Category	
M		Model active listening in both formal and informal settings.
M		Know and use rules for conversations.
M		Formulate and respond to questions from teachers and classmates.
M		Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal settings.
D		Participate in creative responses to text (e.g., dramatizations and speeches).
D		Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.
D		Use correct stress, pitch, and rate in oral reading and presenting.
D		Use a variety of nonverbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, and eye contact).
A	T	Use common text features to make meaning from text (newspapers and textbooks).
A	T	Locate information using available features.
D		Use the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, and sidebars).
A	MG	Recognize that purpose determines text format.
M		Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, and read alouds).
A	T	Identify patterns of rhyme and rhythm.
A	T	Analyze the effects of sound in context (e.g., alliteration, onomatopoeia, accent, rhyme, and repetition)
A	V	Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.
D		Use context clues to determine unknown words and to discriminate between multiple meaning words.
A	V	Choose the correct meaning of multiple meaning words in context.
D		Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection.
D		Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g., paired reading, choral reading, read alongs, and readers' theater).
M		Participate in guided reading.
M		Read using appropriate pronunciation, expression, and rate.
M		Adjust speed based on the purpose for reading.
M		Read independently daily.

Comprehension

D		Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.
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D		Build vocabulary by reading from a wide variety of print and nonprint texts and literary genres.
A	V	Use context clues, dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the meanings of unfamiliar words within context.
A	V	Select appropriate synonyms, antonyms, and homonyms.
M		Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, and new and unusual words to share).
I		Explore mnemonic devices (e.g., rhyming words, vocabulary cartoons, and kinesthetic activities) to acquire new vocabulary.
A	V	Specify a logical word choice to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, and functions.
D		Use the correct word to complete an analogy.
D		Recognize widely used foreign words (e.g., bon jour, hasta la vista).
D		Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, and to discover models for writing).
D		Use previously learned strategies to front load text (e.g., skimming and scanning).
D		Preview text, using supports (e.g., illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).
D		Identify the importance and significance of the reading selections to learning and life.
D		Define significant words to be encountered in the text.
A	V	Recognize and use grade appropriate and/or content specific vocabulary within context.
D		Relate text to prior personal experience or opinions as well as previously read print and nonprint texts.
A	MG	Select questions to clarify thinking.
A	MG	Predict future events of a passage.
D		Use metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
D		Read between the lines (e.g., stating implied information).
D		Create mental pictures from abstract information.
A	MG	Draw inferences from selected texts.
D		Verify or modify pre-reading purpose as appropriate.
D		Interact with text (e.g., mark the text, use post-it notes, ask questions, and make comments within the texts.)
A	MG	Indicate sequence of events in print and nonprint texts.
A	C	Determine the main ideas of a plot, their causes, how they influence future actions, and how they are resolved.
A	C	Determine the author's purpose for writing a selection (e.g., to inform, to persuade, to entertain, or to share emotions).
D		Discuss similarities and differences in events and characters from different reading selections.
A	T	Locate and verify information to support predictions, ideas, opinions, and conclusions.
A	MG	Identify stated or implied cause and effect relationships.
A	C	Determine whether a given statement within a passage is fact or fiction.
A	T	Analyze the use of similes, metaphors, personification, and hyperbole within context.
D		Demonstrate an understanding of stated and implied themes and recognizing that themes recur throughout literature.
D		Reflect upon comprehension strategies used to make meaning from texts.
D		Make connections among various print (e.g., other stories) and nonprint texts (e.g., movies, photographs, and artwork).
D		Make connections among the various literary genres and themes with personal, historical, and cultural experiences.
D		Use appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, and Internet).
D		Use media (e.g., on-line catalog, nonfiction books, encyclopedias, CD-ROM, references, and Internet) to view, read, and represent information.

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D		Use current technology (e.g., the Internet, CD-ROMS, and online catalogs) as a research communication tool.
D		Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedias, periodicals, and procedural manuals).
A	T	Select sources from which to gather information on a given topic and determine their reliability.
I		Distinguish between primary and secondary source documents.
D		Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems.
M		Use skimming and scanning skills.
D		Retrieve, organize, and represent information to demonstrate knowledge acquired.
D		Develop notes that include important concepts, summaries, and identification of reference sources.
D		Identify various forms of media and consider their impact on daily life.
A	T	Recognize common propaganda techniques (i.e., bandwagon, loaded words, and testimonials).
A	MG	Evaluate text for fact and opinion.
I		Use a variety of materials to prepare a research paper that includes a title page and list of sources.
D		Develop and maintain vocabulary specific to content areas and to current events.
D		Continue to apply comprehension skills and strategies to informational text in the content areas.
D		Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).
D		Interact with the text (e.g., mark the text, use post-it notes, ask questions, and make comments within the text).
D		Analyze the reliability of sources by examining the author's background.
D		Read independently for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).
D		Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, and nonfiction of high interest) and media (e.g., music, films, videos, documentaries, the arts, and photographs) genre.
A	C	Distinguish among various literary genres (poetry, drama, fiction, and nonfiction).
D		Identify the theme and determine if theme is stated or implied.
D		Recognize that certain themes recur and be familiar with commonly recurring themes.
I		Identify the plot element of exposition (i.e., introduction of characters, setting, and conflict) in print and nonprint text.
I		Explore the author's development of characters/characterization (e.g., through words, speeches, thoughts, narrator's comments, interactions with other characters, and motivations).
I		Explore how an author creates mood to set a tone.
D		Compare and contrast the elements of plot between or among stories.
A	C	Recognize the first person point of view.
D		Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.
A	C	Select an appropriate summary statement and determine whether the theme is stated or implied.
D		Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.
I		Explore deductive reasoning to facilitate and to extend understanding of texts.
I		Explore the concepts of foreshadowing and flashback.
D		Visit libraries/media centers, book fairs, bookstores, and other print-rich environments to explore books.
D		Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, and recommendation of others).
D		Read daily from self-selected materials.
D		Relate literary experiences (book discussions, literary circles, writing, oral presentations, and artistic expressions).
D		Experience and develop an awareness of literature that reflects a diverse society.
D		Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.
D		Engage in reading as a leisure time activity.

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WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

D		Generate, focus, and organize ideas through brainstorming, mapping and webbing, and classroom discussions.
D		Use print and nonprint materials along with prior knowledge to provide background for writing.
A	WP	Complete a graphic organizer (i.e., clustering, listing, mapping, and webbing) with information from notes for a writing selection.
D		Develop writing by using appropriate organizational strategies, including outlining and other graphic organizers to show evidence of a prewriting plan.
D		Select and limit a writing topic.
A	WP	Identify the audience for which a text is written.
I		Identify the mode, usage level, and conventions for appropriate sharing of information with the selected personal audience.
A	WP	Identify the purpose for writing (i.e., to inform, to describe, to explain, and to persuade).
D		Use prewriting plan to guide the first draft.
D		Write and think freely while drafting.
D		Select mode based on purpose.
A	WO	Select an appropriate thesis statement for a writing sample.
D		Present sufficient knowledge of topic to reflect background and understanding.
D		Compose the draft with an introduction, a body, and a conclusion.
D		Use precise language including vivid words, colorful modifiers, and figurative language.
D		Develop sentences that are clear, varied, and appropriate to the audience.
A	WP	Select the best way to combine sentences to provide syntactic variety within context.
D		Revise writing to focus on purpose.
I		Evaluate and determine if word choices are appropriate for the target audience.
D		Evaluate and revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures).
D		Evaluate and determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions).
D		Evaluate and revise writing to insure consistent development of ideas (e.g., appropriate and logical reasoning, key ideas covered, evidence of support for ideas, examples used, and supportive statistics.)
I		Explore the use of words and phrases that create mood to establish a tone.
D		Analyze writing for clarity of thought.
D		Edit for elements of language.
D		Proofread using prior knowledge and reference materials.
D		View, read, and/or listen to examples of various writing styles and modes.
A	T	Identify the most reliable sources of information for preparing a report or project.
A	T	Rank possible research resources according to reliability.
A	WP	Choose the supporting sentence that best fits the context flow of ideas in a paragraph.
A	WO	Supply a missing piece of information in an outline.
D		Use multiple technological resources to prepare and/or listen to examples of various works.
D		Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards and publications, internet websites, and newspapers/periodicals).

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D		Use multiple technological resources to prepare and present work.
I		Write frequently in the expository mode.
D		State a thesis with relevant supporting details.
I		Determine the appropriate organizational format for an expository essay.
I		Explore models of expository writing through reading.
A	WO	Select an appropriate title that reflects the topic of a written selection.
A	WO	Select an appropriate concluding sentence for a well-developed paragraph.
D		Use strong introductory and concluding paragraphs to enrich writing assignments.
A	WO	Rearrange multi-paragraphed work in a logical and coherent order.
D		Explain key ideas clearly selecting illustrations, descriptions, and/or facts to support key ideas.
I		Incorporate varied expository structures (e.g., compare/contrast and question/answer).
D		Apply the Tennessee state assessment rubric to an expository essay.
D		Continue to demonstrate facility in the use of language.
D		View, read, and/or listen to examples of various writing styles and modes.
D		Demonstrate the use of vivid words (e.g., action verbs, figurative language).
D		Support ideas through use of sensory details and/or concrete examples.
D		Use a variety of sentence structures.
A	WO	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
D		Develop a consistent voice in original works.
A	WP	Identify sentences irrelevant to a paragraph's theme or flow.
I		Demonstrate through writing an understanding of the elements of literature (i.e., setting and characters).
D		Compare and contrast themes, settings, and characters, from a variety of literary selections and types.
A	WO	Select illustrations, descriptions, and/or facts to support key ideas.
D		Use dictionaries, thesaurus, and other available resources.
D		Utilize resources available in the media center.
I		Conduct or read interviews to use as a primary source.
I		Examine journals, diaries, and narratives as support for research.
D		Use computer technology to find information and to create reports and presentations.

Product

D		Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories, and commercials).
D		Write works of fiction in the descriptive mode (e.g., short stories, TV, scripts, fables, and tall tales).
D		Write poetry (e.g., haiku and bio-poem).
D		Write biographical/autobiographical sketches with specific actions and significant details.
D		Compose and respond to original questions and/or problems from all content areas.
D		Write friendly and business letters.
D		Write diaries and journals in the narrative mode.
I		Write and select appropriate mode for announcements, short scripts for radio, commercials, and letters to the editor.
D		Respond expressively and creatively to the arts incorporating the arts into all content areas.
D		Develop and write personal essays for portfolio.
I		Write in the persuasive mode.
I		Write in response to expository prompts, including frequent opportunities for timed writing.
D		Produce a variety of written works suitable for publication and/or sharing.

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D		Compose technical writing (e.g., directions to a geographical location, a recipe).
D		Identify opportunities for publication (e.g., school bulletin boards and publications, board of education bulletin boards, Internet websites, and newspapers/periodicals).
D		Continue to write competently in narrative and descriptive modes.
D		Write personal reflections to experiences and events.
D		Produce original works of creative and imaginative writings.
D		Produce a variety of creative works utilizing knowledge from the content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and web pages).
D		Write to acquire knowledge (e.g., express, organize, and clarify thinking; take notes; synthesize information; and enhance communication).
D		Compile gathered information into a written research paper.
D		Express ideas or opinions through creative responses to a variety of literary forms and types.
I		Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects, science experiment projects, demonstrations, editorials, documents, recipes, and directions to a geographical location).
I		Write basic character analyses.

ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

A	G	Identify the correct use of the following within context: <ul style="list-style-type: none"> nouns (i.e., common/proper, singular/plural, possessives); pronouns (i.e., agreement, subject, object); verbs (i.e., action/linking, regular/irregular, agreement); adjectives (i.e., common/proper, comparative forms); adverbs (i.e., comparative forms).
D		Use nouns appropriately (e.g., collective nouns, nouns as objects, and predicate nouns)
D		Use verbs appropriately (e.g., agree with the subject in person and number, action verbs that take objects, linking verbs, helping verbs, verb phrases, verb tenses, and regular and irregular verb forms).
D		Use pronouns appropriately (e.g., proper pronoun case, objects of prepositions, agreement with antecedents in person and number, indefinite, relative, and demonstrative pronouns).
D		Use adjectives appropriately (e.g., predicate adjectives, comparative and superlative forms).
D		Use adverbs appropriately (e.g., negatives, forms of comparative and superlative phrases).
A	G	Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.
A	G	Identify the correct use of prepositions and prepositional phrases within context.
A	G	Choose the most appropriate interjection.
A	G	Recognize usage errors occurring within context (e.g., double negatives, troublesome words: to, too, two; their, there, they're; lie, lay; sit, set).
D		Recognize usage errors (e.g., double negatives, troublesome word pairs: accept/except, capitol/capital, principle/principal, between/among).
A	G	Identify sentences with correct subject-verb agreement (person/number) within context.
I		Explore variations in the use of English in different parts of the country.
D		Continue the correct use of capitalization (e.g., proper adjectives, within quotations).
A	G	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, and interrupters) within context.
D		Demonstrate the correct use of commas (e.g., after introductory words, to set off appositive and interrupters, before a coordinating conjunction, and joining independent clauses to form compound sentences).
D		Demonstrate the correct use of semicolons (e.g., to combine sentences).

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D		Demonstrate the correct use of quotation marks (e.g., with explanatory material within the quote).
A	G	Choose the correct use of quotation marks and commas (in direct quotations, with explanatory material within the quote, and proper use with end mark).
A	G	Identify the correct spelling of plurals and possessives.
D		Continue to write legibly.
D		Spell high-frequency words correctly.
A	T	Identify correctly and incorrectly spelled words in context.
D		Spell correctly words commonly used in content specific vocabulary.
D		Spell correctly affixed words (e.g., mis + spell = misspell; ready + ness = readiness).
D		Proofread and edit for accuracy of spelling, using appropriate strategies to confirm spelling and spelling to correct errors.
D		Determine correct spelling of words utilizing electronic and print tools (e.g., spell check, dictionaries, word walls, and charts).
A	G	Identify the correct use of colons (i.e., in business letters, preceding a list of items) within context.
D		Maintain a consciousness toward correct spelling across the content areas.
A	WP	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements) within context.
D		Correct sentence fragments by supplying the missing sentence elements.
A	WP	Identify within context a variety of appropriate sentence combining techniques (i.e., comma + coordinating conjunction, use of semi-colon, introductory phrases and/or clauses).
I		Identify and use adjectival and adverbial phrases and clauses.
D		Use transitional words to indicate clear relationships within and among sentences and paragraphs.

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