



DOMAIN: Language (L)

I. BIG IDEA: Grammar Conventions (GC)		
Students observe, analyze, and use the structures and conventions of standard English grammar, usage, and mechanics as they interpret and construct texts.		
STANDARD 6.L.GC.1: Grammar, Usage, & Mechanics		
Draw from knowledge of the conventions of standard English grammar, usage, and mechanics when analyzing and constructing texts.		
Top Score Grammar Unit Days 1-106		
STANDARD 6.L.GC.2: Syntax		
Apply understanding of syntax to comprehend, analyze, condense, and combine ideas and information, enhancing clarity, style, and meaning.		
6th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
6.L.GC.2.b	Use a variety of simple, compound, complex, and compound-complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.	Grammar lessons These expectations are also incorporated into daily Top Score Writing lessons and tasks to reinforce consistent practice and application.
6.L.GC.2.c	Identify and use active voice in sentences, revising for subject-verb agreement.	
6.L.GC.2.d	Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.	

DOMAIN: Texts (T)

II. BIG IDEA: Structures & Style (SS)		
Students analyze and use organizational structures and style to shape ideas and information.		
STANDARD 6.T.SS.1: Organization		
Analyze and use organizational structures to craft meaning.		
6th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
6.T.SS.1.b	Design texts, flexibly employing a variety of text structures and text features to convey information and add style as appropriate to purpose and audience.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 96-101
6.T.SS.1.c	Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.	Lessons 15, 41, 76
6.T.SS.1.d	Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.	Lessons 9, 17, 19, 42, 44, 66, 68, 94-99



DOMAIN: Texts (T)

III. BIG IDEA: Techniques (T)		
Students analyze and apply various techniques to comprehend and shape meaning.		
STANDARD 6.T.T.1: Narrative Techniques		
Analyze and apply narrative techniques.		
6th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
6.T.T.1.e	Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.	Lessons 71-91
STANDARD 6.T.T.2: Expository Techniques		
Analyze and apply expository techniques.		
6.T.T.2.d	Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.	Lessons 21-46
STANDARD 6.T.T.3: Argumentative Techniques		
Analyze and apply argumentative techniques.		
6.T.T.3.c	Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.	Lessons 47-70

IV. BIG IDEA: Research & Analysis (RA)		
Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.		
STANDARD 6.T.RA.2: Curating Sources & Evidence		
Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.		
6th GRADE EXPECTATIONS		
<i>Expectations for Constructing Texts</i>		
6.T.RA.2.a	Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.	Lessons 27-28, 53-54



DOMAIN: Practices (P)

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)		
Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.		
STANDARD 6.P.EICC.1: Reader & Writer Identity		
Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.		
K-12 GRADE EXPECTATIONS		
<i>Expectations for Interpreting and Constructing Texts</i>		
6.P.EICC.1.d	Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.	Lessons 1-101
6.P.EICC.1.e	Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.	Modeled, guided, and partner practice activities incorporated into daily lessons.
6.P.EICC.1.f	Develop independence and autonomy as a reader and writer.	Gradual release of responsibility framework incorporated into daily lessons.
STANDARD 6.P.EICC.2: Engagement & Intention		
Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond.		
6.P.EICC.2.a	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.	Lessons 71-91
6.P.EICC.2.c	Explain and learn concepts and processes by interpreting and constructing texts.	Lessons 21-46, 97, 99



DOMAIN: Practices (P)

STANDARD 6.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.		
6.P.EICC.4.a	Establish a purpose and goals for writing and identify a target audience.	Lessons 1, 21-22, 47-48, 71-72
6.P.EICC.4.b	Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.	Lessons 2-4, 23-24, 49-50, 72
6.P.EICC.4.c	Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.	Lessons 2-4, 23-24, 49-50, 72
6.P.EICC.4.d	Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.	Lessons 2-4, 23-24, 49-50, 72
6.P.EICC.4.e	Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101
6.P.EICC.4.f	Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.	Lessons 10, 18, 20, 43, 45-46, 67, 69-70, 80, 82, 84, 92
6.P.EICC.4.g	Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.	Lessons 10, 18, 43, 45, 67, 69, 80, 82
6.P.EICC.4.h	Edit the text, ensuring it adheres to the conventions of written language.	Lessons 10, 18, 43, 45, 67, 69, 80, 82



DOMAIN: Practices (P)

III. BIG IDEA: Author's Craft (AC)

Students apply knowledge of the author's craft to enhance the interpretation and construction of texts.

STANDARD 6.P.AC.2: Writing Like a Reader

Construct texts with the audience's experience in mind, basing decisions about craft techniques on context and purpose.

6th GRADE EXPECTATIONS

Expectations for Constructing Texts

6.P.AC.2.a	Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101
6.P.AC.2.b	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101
6.P.AC.2.c	Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101
6.P.AC.2.d	Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101

STANDARD 6.P.AC.3: Text Design

Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.

6.P.AC.3.a	Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.	Lessons 1-91
6.P.AC.3.b	Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.	Lessons 1, 21-22, 47-48, 71-72
6.P.AC.3.c	Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.	Lessons 2-4, 23-24, 49-50, 72
6.P.AC.3.d	Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.	Lessons 2-9, 11-15, 17, 19, 23-42, 44, 49-66, 68, 71-79, 81-83, 85-91, 96-101