

2025-2026

Syllabus

Overview: The center for each grade is composed of 6 interactive sections.

Sixth Grade ELA

Teacher: Nancy Williams

Text: Amplify Education

Course -published and Distributer by Amplify Education

Program:

6th Grade - Tennessee

Core Units

6A: Dahl & Narrative

28 Lessons

6B: Mysteries & Investigations

32 Lessons

6C: The Chocolate Collection

25 Lessons

6D: The Greeks

25 Lessons

6E: Summer of the Mariposas

27 Lessons

6F: The Titanic Collection

25 Lessons

Sub-Units

Sub-unit 1: What Is a Complete Sentence?

LESSON 1

Defining a Complete Sentence

LESSON 2

The Simple Subject

LESSON 3

The Simple Predicate

LESSON 4

Identifying and Fixing Complete Sentences I

LESSON 5

Defining a Complete Sentence II

LESSON 6

The Simple Subject II

Modifying the Subject

LESSON 2

Modifying the Predicate

LESSON 3

Dependent and Independent Clauses

LESSON 4

Identifying and Fixing Complete Sentences I

LESSON 5

Modifying the Subject II

LESSON 6

Modifying the Predicate II

LESSON 7

Dependent and Independent Clauses II

LESSON 8

Identifying and Fixing Complete Sentences II

Sub-unit 3: Understanding the Pronoun

: Expanding the Complete Sentence

LESSON 1

Modifying the Subject

LESSON 2

Modifying the Predicate

LESSON 3

Dependent and Independent Clauses

LESSON 4

Identifying and Fixing Complete Sentences I

LESSON 5

Modifying the Subject II

LESSON 6

Modifying the Predicate II

LESSON 7

Dependent and Independent Clauses II

LESSON 8

Identifying and Fixing Complete Sentences II

Sub-unit 3: Understanding the Pronoun

LESSON 1

What Are Pronouns?

LESSON 2

Subject Pronouns

LESSON 3

Object Pronouns

LESSON 4

Possessive Pronouns

LESSON 5

Reflexive and Indefinite Pronouns

Sub-unit 4: Pronoun Usage: Agreement and Reference

LESSON 1

Pronoun Agreement I

LESSON 2

Pronoun Agreement II

LESSON 3

Clear Pronoun Reference I

LESSON 4

Clear Pronoun Reference II

LESSON 5

Finding and Fixing Common Errors

Sub-unit 5: Verb Tense

LESSON 1

Recognizing Verbs and Time Markers

LESSON 2

Basic Verb Tenses

LESSON

Sub-unit: Verb Tense

LESSON 1

Recognizing Verbs and Time Markers

LESSON 2

Basic Verb Tenses

LESSON 3

Perfect Tenses

LESSON 4

Finding and Fixing Common Verb Errors

Sub-unit 6: Verb Moods, Modals, and Voice

LESSON 1

Verb Mood

LESSON 2

Verb Modals and Subjunctive Mood

LESSON 3

Active and Passive Voice

Differentiation

If ELL students need support to understand grammar activities, you may choose to plan for differentiation using alternative methods such as:

- Review the activity directions provided in Activity 1 and practice one activity as a class before students work independently. Focus on the clarity of key concepts by enunciating clearly, projecting and repeating key directions, and using simple, everyday language when possible.
- Pair students to complete the grammar lesson or activities. ELL students should be assigned to work with non-ELL students or ELL students at a different level.
- Assign ELL students to lessons that cover foundational material. Review the description of available lessons and activities within each sub-unit in the unit overview to identify foundational lessons and sub-units.
- Spotlight an exemplar of student writing that uses a grammar concept appropriately before having students complete the revision assignment at the end of each grammar lesson.
- Help students identify an appropriate piece of recent writing to use in the revision assignment.

Read more

Lesson at a Glance Compilation

If ELL students need support to understand grammar activities, you may choose to plan for differentiation using alternative methods such as:

- Review the activity directions provided in Activity 1 and practice one activity as a class before students work independently. Focus on the clarity of key concepts by enunciating clearly, projecting and repeating key directions, and using simple, everyday language when possible.

- Pair students to complete the grammar lesson or activities. ELL students should be assigned to work with non-ELL students or ELL students at a different level.
- Assign ELL students to lessons that cover foundational material. Review the description of available lessons and activities within each sub-unit in the unit overview to identify foundational lessons and sub-units.
- Spotlight an exemplar of student writing that uses a grammar concept appropriately before having students complete the revision assignment at the end of each grammar lesson.
- Help students identify an appropriate piece of recent writing to use in the revision assignment.

See less

Lesson at a Glance Compilation

Lesson Standards

Here you will find a list of the Skills and Standards addressed in each lesson within the unit.

Amplify identifies lesson skills from a set of essential literacy skills that enable the teacher to focus instruction, track student progress, and respond quickly to data with instructional solutions that will accelerate progress for all students every day. By supporting regular progress with these skills, a teacher can ensure that students are mastering key metrics, such as the ability to independently comprehend and write about complex text, that are most directly linked to success in high school level work and beyond.

Sub-unit 1

Lesson 1: Defining a Complete Sentence

6.L.CSE.1

Demonstrate command of the conventions of standard English grammar and usage.

Lesson 2: The Simple Subject

8.L.CSE.1.b

When reading or listening, explain the function of verbs.

Lesson 3: The Simple Predicate

6.L.CSE.1.d

When writing or speaking, use simple, compound, and complex sentences.

7.L.CSE.1.b

When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

8.L.CSE.1.c

When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed

Lesson 4: Identifying and Fixing Complete Sentences I

6.L.CSE.1.c

When reading and listening, explain the function of phrases and clauses.

6.L.CSE.1.d

When writing or speaking, use simple, compound, and complex sentences.

7.L.CSE.1.a

When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

7.L.CSE.1.b

When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

8.L.CSE.1.a

When reading or listening, analyze the use of phrases and clauses within a larger text.

8.L.CSE.1.c

When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.

Lesson 5: Modifying the Subject II

6.L.CSE.1.c

When reading and listening, explain the function of phrases and clauses.

6.L.CSE.1.d

When writing or speaking, use simple, compound, and complex sentences.

7.L.CSE.1.a

When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

7.L.CSE.1.b

When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.

7.L.KL.3

When writing and speaking, choose precise language to express ideas concisely.

8.L.CSE.1.a

When reading or listening, analyze the use of phrases and clauses within a larger text.

8.L.CSE.1.c

When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.

Lesson 6: Modifying the Predicate II

6.L.CSE.1.c

When reading and listening, explain the function of phrases and clauses.

7.L.CSE.1.a

When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

7.L.KL.3

When writing and speaking, choose precise language to express ideas concisely.

8.L.CSE.1.a

When reading or listening, analyze the use of phrases and clauses within a larger text.

8.L.CSE.1.c

When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.

Lesson 7: Dependent and Independent Clauses II

6.L.CSE.1.c

When reading and listening, explain the function of phrases and clauses.

7.L.CSE.1.a

When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

Lesson 8: Identifying and Fixing Complete Sentences II

6.L.CSE.1.c

When reading and listening, explain the function of phrases and clauses.

6.L.KL.3

When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.

6.W.TTP.1.h

Use varied sentence structure to enhance meaning and reader interest.

6.W.TTP.2.i

Use varied sentence structure to enhance meaning and reader interest.

7.L.CSE.1.a

When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

7.L.CSE.1.b

ELA Tennessee

CURRICULUM

CLASSWORK

REPORTING

NANCY WILLIAMS

ELA Tennessee Grammar: Grade 6

35 Lessons Grammar: Grade 6

Printable Teacher Guide

Unit Overview

Sub-Units

Materials

Planning for the Unit

Reading and Writing Assignments Differentiation

Teacher References

Lesson at a Glance Compilation Lesson Standards

Lesson Overview

Sub-Unit 1: What is a Complete Sentence?

8 Lessons

Lesson Revision Assignment Rubrics

1: Defining the Complete Sentence Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

2: The Simple Subject Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

3: The Simple Predicate Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

4: Identifying and Fixing Complete Sentences I Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

5: Defining a Complete Sentence II Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

6: The Simple Subject II Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

7: The Simple Predicate II Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

8: Identifying and Fixing Complete Sentences II Revision: Subject and Predicate

Copy three complete sentences from your recent writing. Underline the simple subject and bold the simple predicate in each sentence. Conventions

Sub-Unit 2: Expanding the Complete Sentence

8 Lessons

Lesson	Revision Assignment	Rubrics
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1: Modifying the Subject	Revision: Modifiers and Dependent Clauses	
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Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

2: Modifying the Predicate	Revision: Modifiers and Dependent Clauses	
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Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

3: Dependent and Independent Clauses	Revision: Modifiers and Dependent Clauses	
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Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

4: Identifying and Fixing Complete Sentences II	Revision: Modifiers and Dependent Clauses	
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Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

5: Modifying the Subject II Revision: Modifiers and Dependent Clauses

Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

6: Modifying the Predicate II Revision: Modifiers and Dependent Clauses

Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

7: Dependent and Independent Clauses II Revision: Modifiers and Dependent Clauses

Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

8: Identifying and Fixing Complete Sentences II Revision: Modifiers and Dependent Clauses

Copy one of your longest sentences from your recent writing. Rewrite this sentence in two different ways. You can rearrange the order or split the sentence into more than one sentence. Conventions

Sub-Unit 3: Understanding the Pronoun

5 Lessons

1: What are Pronouns? Revision: Pronouns

Find and underline three pronouns you used in your recent writing. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Conventions

2: Subject Pronouns Revision: Pronouns

Find and underline three pronouns you used in your recent writing. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Conventions

3: Object Pronouns Revision: Pronouns

Find and underline three pronouns you used in your recent writing. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Conventions

4: Possessive Pronouns Revision: Pronouns

Find and underline three pronouns you used in your recent writing. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Conventions

5: Reflexive and Indefinite Pronouns Revision: Pronouns

Find and underline three pronouns you used in your recent writing. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Conventions

Sub-Unit 4: Pronoun Usage: Agreement and Reference

5 Lessons

1: Pronoun Agreement I Revision: Pronouns

In your recent writing, find and underline two places where you used a demonstrative pronoun, this, that, those, these, or the relative pronoun, which or that. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Or, if the reference is not clear, rewrite the sentence. Conventions

2: Pronoun Agreement II Revision: Pronouns

In your recent writing, find and underline two places where you used a demonstrative pronoun, this, that, those, these, or the relative pronoun, which or that. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Or, if the reference is not clear, rewrite the sentence. Conventions

3: Clear Pronoun Reference I Revision: Pronouns

In your recent writing, find and underline two places where you used a demonstrative pronoun, this, that, those, these, or the relative pronoun, which or that. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Or, if the reference is not clear, rewrite the sentence. Conventions

4: Clear Pronoun Reference II Revision: Pronouns

In your recent writing, find and underline two places where you used a demonstrative pronoun, this, that, those, these, or the relative pronoun, which or that. Next to each underlined pronoun, write whom or what each pronoun refers to in parentheses. Or, if the reference is not clear, rewrite the sentence. Conventions

5: Finding and Fixing Common Errors Revision: Pronouns

In your recent writing, find and underline two places where you used a demonstrative pronoun, this, that, those, these, or the relative pronoun, which or that. Next to each

underlined pronoun, write whom or what each pronoun refers to in parentheses. Or, if the reference is not clear, rewrite the sentence. Conventions

Sub-Unit 5: Verb Tense

4 Lessons

Lesson	Revision Assignment	Rubrics
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1: Recognizing Verbs and Time Markers	Revision: Basic Verb Tenses	
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Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb tense—past, present, or future—but maintaining the correct sequence of time between the actions. For example:

Original Sentence: Almost before Odysseus has finished speaking, the Cyclops grabs one of his men.

Revised Sentence: Almost before Odysseus had finished speaking, the Cyclops grabbed one of his men. Conventions

2: Basic Verb Tenses	Revision: Basic Verb Tenses	
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Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb tense—past, present, or future—but maintaining the correct sequence of time between the actions. For example:

Original Sentence: Almost before Odysseus has finished speaking, the Cyclops grabs one of his men.

Revised Sentence: Almost before Odysseus had finished speaking, the Cyclops grabbed one of his men. Conventions

3: Perfect Tenses	Revision: Basic Verb Tenses	
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Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb tense—past, present, or future—but maintaining the correct sequence of time between the actions. For example:

Original Sentence: Almost before Odysseus has finished speaking, the Cyclops grabs one of his men.

Revised Sentence: Almost before Odysseus had finished speaking, the Cyclops grabbed one of his men. Conventions

4: Finding and Fixing Common Verb Errors Revision: Basic Verb Tenses

Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb tense—past, present, or future—but maintaining the correct sequence of time between the actions. For example:

Original Sentence: Almost before Odysseus has finished speaking, the Cyclops grabs one of his men.

Revised Sentence: Almost before Odysseus had finished speaking, the Cyclops grabbed one of his men. Conventions

Sub-Unit 6: Verb Moods, Modals, and Voice

4 Lessons

Lesson	Revision Assignment	Rubrics
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1: Verb Mood	Revision: Verb Moods and Voice	
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Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb mood—indicative, interrogative, imperative, conditional, subjunctive—or voice (active, passive). You may need to change or rearrange other words in the sentence. For example:

Original Sentence: At first, the boy soldiers were excited to be fighting in a battle, but they soon realized the horror of warfare.

Revised Sentence: If, at first, the boy soldiers were excited to be fighting in a battle, soon they would realize the horror of warfare. Conventions

2: Verb Modals and Subjunctive Mood Revision: Verb Moods and Voice

Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb mood— indicative, interrogative, imperative, conditional, subjunctive—or voice (active, passive). You may need to change or rearrange other words in the sentence. For example:

Original Sentence: At first, the boy soldiers were excited to be fighting in a battle, but they soon realized the horror of warfare.

Revised Sentence: If, at first, the boy soldiers were excited to be fighting in a battle, soon they would realize the horror of warfare. Conventions

3: Active and Passive Voice Revision: Verb Moods and Voice

Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb mood— indicative, interrogative, imperative, conditional, subjunctive—or voice (active, passive). You may need to change or rearrange other words in the sentence. For example:

Original Sentence: At first, the boy soldiers were excited to be fighting in a battle, but they soon realized the horror of warfare.

Revised Sentence: If, at first, the boy soldiers were excited to be fighting in a battle, soon they would realize the horror of warfare. Conventions

4: Finding and Fixing Common Errors Revision: Verb Moods and Voice

Reread your writing and underline two sentences that contain two or more verbs in each sentence. Rewrite each sentence, using a different verb mood— indicative,

interrogative, imperative, conditional, subjunctive—or voice (active, passive). You may need to change or rearrange other words in the sentence. For example:

Original Sentence: At first, the boy soldiers were excited to be fighting in a battle, but they soon realized the horror of warfare.

Revised Sentence: If, at first, the boy soldiers were excited to be fighting in a battle, soon they would realize the horror of warfare. Conventions

Sub-Unit 7: Grade 6–8 Punctuation

2 Lessons

Lesson	Revision Assignment	Rubrics
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1: Commas, Ellipses, Dashes, and Parentheses	Revision: Punctuation Copy two sentences from your recent writing where you use a comma to indicate a pause or break. Rewrite both sentences in a different order and note how you need to change the punctuation.	Conventions
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2: Colons and Semicolons	Revision: Find two closely connected sentences you could join together, using a semicolon and a transition word (however, therefore, moreover, furthermore, in fact, for example, for instance, in addition, in other words, on the other hand).	Conventions
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