



# 6<sup>th</sup> Grade English Language Arts/ Mapping & Pacing Guide 2018-2019

<i>Topics &amp; Standards</i>	Unit 1: Facing Fear
Q1	<p><b>Reading: Literature/Informational Text</b></p> <p><b>RL/RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL/RI.6.2:</b> Analyze literary text development.</p> <ol style="list-style-type: none"><li>Determine a theme of a text and how it is conveyed through particular details.</li><li>Incorporate a theme and story details into an objective summary of 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.</li></ol> <p><b>RL/RI.6.3:</b> 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.</p> <p><b>Craft And Structure:</b></p> <p><b>RL/RI.6.4:</b> 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</p> <p><b>RL/RI.6.5:</b> 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./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.</p> <p><b>RL/RI.6.10:</b> 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.</p> <p><b>Writing: Informative/Explanatory</b></p> <p><b>W.6.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li><b>A:</b> 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.</li></ul>

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- **B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **C:** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **D:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E:** Establish and maintain a formal style.
- **F:** Provide a concluding statement or section that follows from the information or explanation presented.

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **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.
- **B:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **C:** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **D:** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **E:** Provide a conclusion that follows from the narrated experiences or events.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** 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.

### **Production and Distribution of Writing:**

**W.6.4:** 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.)

**W.6.5:** 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 [here](#).)

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**W.6.6:** 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.

**Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.6.6:** 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.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p><b>Illuminate</b></p> <ul style="list-style-type: none"> <li>-Weekly Common Formatives</li> <li>-Common Summative</li> <li>-2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</li> <li>-At least 1 GRASP per Quarter</li> <li>- At least 1 Common Short Cycle per quarter</li> </ul>	<p><b>Below Grade Level:</b></p> <ul style="list-style-type: none"> <li>Vocabulary contained within texts</li> <li>Skill focused small group assignments</li> <li>Audio assistance</li> <li>Small group discussions</li> <li>Graphic organizers to demonstrate content understanding</li> <li>Basic comprehension questions</li> </ul> <p><b>At or Above Grade Level</b></p> <ul style="list-style-type: none"> <li>Extended responses</li> <li>Analytical assessments</li> </ul>	<p><b>Resources</b></p> <p>Houghton Mifflin Harcourt Collections Series pgs. 1 – 71</p> <p><b>Anchor Texts</b></p> <p><b>Short stories</b></p> <p>The Ravine by Graham Salisbury – pg. 3</p> <p>Fine? by Margaret Peterson Haddix – pg. 17</p> <p><b>Poem</b></p> <p>Life Doesn't Frighten Me by Maya Angelou – pg. 37</p> <p><b>Online Article</b></p>	<p><b>Performance Tasks</b></p> <p>Write a Short Story – pg. 63</p> <p>Write an Expository Essay – pg. 67</p> <p><b>Additional Tasks:</b></p> <ul style="list-style-type: none"> <li>Journal writing</li> <li>Comparison and contrast writings from graphic organizers or other means of brainstorming</li> <li>Identify themes and patterns in reading using graphic organizers</li> <li>Student-supported readings using <b>RACE</b>; restate, answer, cite evidence, explain</li> <li>Figurative language activities</li> </ul>

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<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Plot</li> <li>-Exposition</li> <li>-Inciting Incident</li> <li>-Rising Action</li> <li>Climax</li> <li>-Falling Action</li> <li>-Resolution</li> <li>-Setting</li> <li>-Character</li> <li>-Character Development</li> <li>-Motivations</li> <li>-Traits</li> <li>-Narration</li> <li>-Point of view</li> <li>-First-person point of view</li> <li>Third-person point of view</li> <li>-Third-person omniscient</li> <li>-Dialect</li> <li>-Inference</li> <li>-Development</li> <li>-Factors</li> <li>-Indicate</li> <li>-Repetition</li> <li>-Simile</li> <li>-Summarize</li> <li>-Flashback</li> <li>-Suspense</li> <li>-Sensory details</li> </ul>	<p>of texts</p> <p>Comparison and contrast to supplemental or companion texts</p> <p>Use of grade appropriate vocabulary</p> <p>Independent research using an aspect of the readings</p> <p>Study of related informational text</p> <p>Discussions surrounding themes and author's purpose</p> <p>Socratic seminars</p> <p>Journal writing or reflective writing</p>	<p>Fear and Phobias – kidshealth.org</p> <p><b>Informational Texts</b></p> <p>In the Spotlight from Stuff That Scares Your Pants Off! By Glenn Murphy</p> <p><b>Close Reader (Short Stories)</b></p> <p>from The Jumping Tree – Rene Saldana Jr. – pg. 16 c</p>	<p>Vocabulary; simile, metaphor, personification, idiom, hyperbole</p> <p>Event maps using the Retell Model</p> <p>Academic Vocabulary</p>
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	-Prediction -Diction -Tone -Purpose			
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<b>.Topic &amp; Standards</b>  <b>Q1</b>	<b>Unit 2 : Animal Intelligence</b>
	<p><b>Reading: Informational Text/Literary Text</b></p> <p><b>RI/RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI/RL.6.2:</b> Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development/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.</p> <p><b>RI/RL.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/ 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.</p> <p><b>RI/RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ 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.</p> <p><b>RI/RL.6.5:</b> 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/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.</p>

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**RI/RL.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text/Explain how an author develops the point of view of the narrator or speaker in a text.

**RI/RL.6.10:** 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.

### **Writing: Informative/Explanatory**

**W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- **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.
- **B:** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **C:** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **D:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **E:** Establish and maintain a formal style.
- **F:** Provide a concluding statement or section that follows from the information or explanation presented.

### **Production and Distribution of Writing:**

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

### **Research to Build and Present Knowledge**

**W.6.8:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** 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 audience

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	<p><b>Language</b></p> <p><b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.6.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.6.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from arrange of strategies.</p> <p><b>L.6.6:</b> 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.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p><b>Illuminate</b></p> <p>Weekly Common Formatives</p> <p>Common Summative</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</p> <p>At least 1 GRASP per</p> <p><b>Quarterly Academic Vocabulary</b></p> <p>-Character</p> <p>-Plot</p> <p>-Narrator</p>	<p><b>Below Grade Level:</b></p> <p>Vocabulary contained within texts</p> <p>Skill focused small group assignments</p> <p>Audio assistance</p> <p>Small group discussions</p> <p>Graphic organizers to demonstrate content understanding</p> <p>Basic comprehension questions</p> <p><b>At or Above Grade Level</b></p> <p>Extended responses</p> <p>Analytical assessments of texts</p> <p>Comparison and</p>	<p><b>Resources</b></p> <p>Houghton Mifflin Harcourt Collections Series pgs. 71 - 136</p> <p><b>Anchor Texts</b></p> <p><b>Short stories</b></p> <p>The Mixer by P.G. Wodehouse – pg. 73</p> <p>Tribute to the Dog by George Graham Vest – pg. 93</p> <p>How Smart Are Animals? By Dorothy Hinshaw Patent – pg. 105</p> <p><b>Poems</b></p> <p>Animal Wisdom by Nancy Wood – pg. 99</p> <p>The Last Wolf by Mary Tall Mountain – pg. 102</p> <p><b>Informational Texts</b></p> <p>Can Animals Feel and Think by DeShawn Jones – pg. 116 c</p>	<p><b>Performance Tasks</b></p> <p>Write a Literary Analysis – pg. 129</p> <p>Write an Expository Essay – pg. 133</p> <p><b>Additional Tasks:</b></p> <p>Discussions</p> <p>Journal writing</p> <p>Media presentations</p> <p>Summary writings</p> <p>Independent research</p> <p>Writing extended responses</p> <p>Comparing and contrasting using graphic organizers</p> <p>Vocabulary games</p>

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<ul style="list-style-type: none"> <li>-First-person point of view</li> <li>-Irony</li> <li>-Unreliable narrator</li> <li>-Figurative language</li> <li>-Personification</li> <li>-Imagery</li> <li>-Speech</li> <li>-Argument</li> <li>-Claim</li> <li>-Reasons</li> <li>-Evidence</li> <li>-Counterargument</li> <li>-Evaluate</li> <li>-Persuasive techniques</li> <li>-Emotional appeal</li> <li>-Paraphrase</li> <li>-Summarize</li> <li>-Central ideas</li> <li>-Details</li> <li>-Conclusion</li> </ul>	<ul style="list-style-type: none"> <li>contrast to supplemental or companion texts</li> <li>Use of grade appropriate vocabulary</li> <li>Independent research using an aspect of the readings</li> <li>Study of related informational text</li> <li>Discussions surrounding themes and author's purpose</li> <li>Socratic seminars</li> <li>Journal writing or reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>from Animal Snoops: The Wondrous World of Wildlife Spies by Peter Christie – pg. 117</li> <li>Close Reader (Short Stories)</li> <li>The Pod by Maureen Crane Wartski – pg. 92 c</li> <li>Bats by Mary Kay Carson – pg. 128 c</li> </ul>	
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<b>Topic &amp; Standards</b>	<b>Unit 3 : Dealing With Disaster</b>
<b>Q2</b>	<p><b>Reading: Literature/Informational Text</b></p> <p><b>RL/RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL/RI.6.2:</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>• Determine a theme of a text and how it is conveyed through particular details.</li> </ul>

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- b. Incorporate a theme and story details into an objective summary of 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.

**RL/RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**RL/RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RL/RI.6.6:** Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text/Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RL/RI.6.7:** 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/ 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.

**RL/RI.6.10:** 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.

### **Writing: Argument**

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** 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.

### **Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<p><b>L.6.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.6.6:</b> 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.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p><b>Illuminate</b> Weekly Common Formatives</p> <p>Common Summative</p> <p>2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</p> <p>At least 1 GRASP per</p> <p><b>Quarterly Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Diagram</li> <li>-Integrate</li> <li>-Simile</li> <li>-Alliteration</li> <li>-Dialect</li> <li>-Dialogue</li> <li>-Imagery</li> <li>-Metaphor</li> </ul>	<p><b>Below Grade Level:</b> Vocabulary contained within texts Skill focused small group assignments Audio assistance Small group discussions Graphic organizers to demonstrate content understanding Basic comprehension Questions</p> <p><b>At or Above Grade Level</b> Extended responses Analytical assessments of texts Comparison and contrast to supplemental or companion texts Use of grade appropriate vocabulary</p>	<p style="text-align: center;"><b>Anchor Texts</b></p> <p><b>Short stories</b> The Banana Tree by James Berry – pg. 171</p> <p><b>Poems</b> from After the Hurricane by Rita Williams Garcia – pg. 157</p> <p>Watcher: After Katrina, 2005 by Natasha D. Threthewey – pg. 166</p> <p><b>Newspaper Article</b> On The Titanic, Defined by What They Wore by Guy Tre bay – pg. 196 c</p> <p><b>Informational Texts</b> Mammoth Shakes and Monster Waves, Destruction in 12 Countries by Brenda Z. Guiberson – pg. 139</p> <p><b>Close Reader (Short Stories)</b> There will Come Soft Rains by Ray Bradbury – pg. 184 c</p>	<p>Task B Write Narrative Non-Fiction – pg. 205</p> <p><b>Additional Tasks:</b> Journal writing Comparison and contrast writings from graphic organizers or other means of brainstorming Identify themes and patterns in reading using graphic organizers Student-supported readings using RATS; restate, answer, text example (cited evidence), summarize Figurative language activities Vocabulary; simile, metaphor, personification, idiom, hyperbole Event maps using the Retell Model Academic Vocabulary Read and discuss narratives</p>

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<ul style="list-style-type: none"> <li>-Diction</li> <li>-Tone</li> <li>-Form</li> <li>-Free verse</li> <li>-Repetition</li> <li>-Rhythm</li> <li>-Stanza</li> <li>-Line</li> <li>-Line break</li> <li>-Non-fiction</li> <li>-Informational text</li> <li>-Multi-media</li> </ul>	<p>Independent research using an aspect of the readings</p> <p>Study of related informational text</p> <p>Discussions surrounding themes and author's purpose</p> <p>Socratic seminars</p> <p>Journal writing or reflective writing</p>	<p>Moby Duck by David Holahan – pg. 156 c</p> <p>from A Night to Remember by Walter Lord – pg. 185</p> <p><b>Documentary</b></p> <p>From Titanic at 100: Mystery Solved by James Cameron – pg. 197</p>	
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<b>Topic &amp; Standards</b>	<b>Unit 4 : Making Your Voice Heard</b>
<b>Q2</b>	<p><b>Reading: Informational Text/Literary Text</b></p> <p><b>RI/RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI/RL.6.2:</b> Analyze informational text development.</p> <ul style="list-style-type: none"> <li>• Determine two or more central ideas in a text and analyze their development over the course of the text.</li> <li>• b. Provide an objective summary of the text that includes the central ideas and their development/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.</li> </ul>

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**RI/RL.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/ 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.

**RI/RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ 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.

**RI/RL.6.5:** 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/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.

**RI/RL.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text/Explain how an author develops the point of view of the narrator or speaker in a text.

**RI/RL.6.10:** 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.

### **Writing: Argument**

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

**W.6.7: Conduct** short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** 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.

### **Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.6: Acquire and use accurately grade-appropriate general academic and domain**

**Comprehension and Collaboration:**

**SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- **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.
- **B:** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- **C:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **D:** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**SL.6.2:** 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.

<i><b>Time Frame</b></i>	<i><b>Types of Assessment (Evidence)</b></i>	<i><b>Balanced Literacy Integration</b></i>	<i><b>Resources (Curriculum /Textbook)</b></i>	<i><b>Writing Across The Curriculum</b></i>
4-5 Weeks	<p><b>Illuminate</b></p> <p>Weekly Common Formatives</p> <p>Common Summative</p> <p>2-4 performance tasks that reach DOK level 4</p>	<p><b>Below Grade Level:</b></p> <p>Vocabulary contained within texts</p> <p>Skill focused small group assignments</p> <p>Audio assistance</p> <p>Small group discussions</p>	<p><b>Resources</b></p> <p>Houghton Mifflin Harcourt Collections Series pgs. 211 – 247</p> <p><b>Anchor Texts</b></p> <p><b>Short stories</b></p>	<p><b>Additional Tasks:</b></p> <p>Discussions</p> <p>Journal writing</p> <p>Media presentations</p> <p>Summary writings</p> <p>Independent research</p> <p>Writing extended responses</p>

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	<p>or 3-5 FATPs / RAFTs</p> <p>At least 1 GRASP per</p> <p style="text-align: center;"><b>Quarterly Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Theme</li> <li>-Symbol</li> <li>-Conflict</li> <li>-Internal conflict</li> <li>-External conflict</li> <li>-Figurative language</li> <li>-Dialogue</li> <li>-Plot</li> <li>-Traits</li> <li>-Sensory details</li> <li>-Simile</li> <li>-Metaphor</li> <li>-Inferences</li> <li>-Theme</li> <li>-Trace (argument)</li> <li>-Counterargument</li> <li>-Paraphrase</li> <li>-Evaluate</li> <li>-Authority</li> <li>-Legal</li> <li>-Support</li> <li>-Claim</li> <li>-Connotations</li> </ul>	<p>Graphic organizers to demonstrate content understanding</p> <p>Basic comprehension Questions</p> <p><b>At or Above Grade Level</b></p> <p>Extended responses</p> <p>Analytical assessments of texts</p> <p>Comparison and contrast to supplemental or companion texts</p> <p>Use of grade appropriate vocabulary</p> <p>Independent research using an aspect of the readings</p> <p>Study of related informational text</p> <p>Discussions surrounding themes and author's purpose</p> <p>Socratic seminars</p> <p>Journal writing or reflective writing</p>	<p>My Wonder Horse by Sabine U. Ulibarri – pg. 211</p> <p>Eleven by Sandra Cisneros – pg. 233</p> <p style="text-align: center;"><b>Poems</b></p> <p>A Voice by Pat Mora – pg. 241</p> <p>Words Like Freedom by Langston Hughes – pg. 244</p> <p style="text-align: center;"><b>Editorials</b></p> <p>Wild Animals Aren't Pets (USA Today) – pg. 233</p> <p style="text-align: center;"><b>Commentary</b></p> <p>Let People Own Exotic Animals by Zuzana Kukol – pg. 227</p> <p style="text-align: center;"><b>Informational Texts found in the Close Reader (Short Stories)</b></p> <p>Views on Zoos – pg. 232 c</p> <p>Functions of a Zoo – pg. 232 c</p> <p>Sonia's Blog: Who I Am, What I Do – Every Day – pg. 232 d</p> <p>Association of Zoos and Aquariums – pg. 232 e</p> <p>What Do Fish Have To Do With Anything? By</p>	<p>Comparing and contrasting using graphic organizers</p> <p>Vocabulary games</p> <p>Impromptu speaking (2 minutes)</p> <p>Oral presentation strategies</p>
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-Persuasive technique -Loaded language -Compare and contrast		Avi – pg. 240 c Innocent and Imprisoned by Robert M. Guinness – pg. 232 e	
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<i>Topic &amp; Standards</i>	Unit 5 : Decisions That Matters
<b>Q3</b>	<p><b>Reading: Informational Text/Literary Text</b></p> <p><b>RI/RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI/RL.6.2:</b> Analyze informational text development.</p> <p>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p>b. Provide an objective summary of the text that includes the central ideas and their development/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.</p> <p><b>RI/RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/ 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.</p> <p><b>RI/RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ 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.</p> <p><b>RI/RL.6.5:</b> 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/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.</p> <p><b>RI/RL.6.6:</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text/Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><b>RI/RL.6.10:</b> 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.</p> <p><b>Writing: Narrative</b></p>

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**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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

**W.6.10:** 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.

**Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.6.6:** 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.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
4-5 Weeks	<p><b>Illuminate</b></p> <ul style="list-style-type: none"> <li>-Weekly Common Formatives</li> <li>-Common Summative</li> <li>-2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</li> <li>-At least 1 GRASP per</li> </ul>	<p><b>Below Grade Level:</b></p> <ul style="list-style-type: none"> <li>Vocabulary contained within texts</li> <li>Skill focused small group assignments</li> <li>Audio assistance</li> <li>Small group discussions</li> <li>Graphic organizers to demonstrate content understanding</li> <li>Basic comprehension Questions</li> </ul>	<p><b>Resources</b></p> <p>Houghton Mifflin Harcourt Collections Series pgs. 251 - 310</p> <p><b>Anchor Texts</b></p> <p><b>Short stories</b></p> <p>The First Day of School by R.V. Cassill – pg. 271</p> <p><b>Poem</b></p> <p>The Road Not Taken by Robert Frost – pg. 281</p>	<p><b>Performance Tasks</b></p> <p>Write a Personal Narrative – pg. 303</p> <p>Write an Opinion Essay – pg. 307</p> <p><b>Additional Tasks:</b></p> <ul style="list-style-type: none"> <li>Journal writing</li> <li>Comparison and contrast writings from graphic organizers or other means of brainstorming</li> <li>Identify themes and patterns in reading using graphic organizers</li> <li>Student-supported readings using <b>RACE</b>; restate, answer,</li> </ul>

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	<p style="text-align: center;"><b>Quarterly Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Secondary sources</li> <li>-Quotations</li> <li>-Mood</li> <li>-Inferences</li> <li>-Flashback</li> <li>-Meter</li> <li>-Symbol</li> <li>-Theme</li> <li>-Imagery</li> <li>-Sensory language</li> <li>-Climax</li> <li>-Foreshadowing</li> <li>-First-person point of view</li> <li>-Narrative poetry</li> <li>-5Ws and H</li> <li>-Evidence</li> <li>-Cite evidence</li> </ul>	<p style="text-align: center;"><b>At or Above Grade Level</b></p> <ul style="list-style-type: none"> <li>Extended responses</li> <li>Analytical assessments of texts</li> <li>Comparison and contrast to supplemental or companion texts</li> <li>Use of grade appropriate vocabulary</li> <li>Independent research using an aspect of the readings</li> <li>Study of related informational text</li> <li>Discussions surrounding themes and author's purpose</li> <li>Socratic seminars</li> <li>Journal writing or reflective writing</li> </ul>	<p>Paul Revere's Ride by Henry Wadsworth Longfellow – pg. 285</p> <p>Paul Revere's Ride (Audio version) narrated by C-David Cottrill – pg. 292</p> <p>The Light – Ah! The Light (Marie Curie discovered the principles of radioactivity.) by Joyce Sidman – pg. 292 c</p> <p><b>News Article</b></p> <p>On Doomed Flight, Passengers Vowed to Perish Fighting by Jodi Wilgoren and Edward Wong – pg. 293</p> <p><b>TV Newscast</b></p> <p>Memorial is Unveiled for Heroes of Flight 93 (CBS News) – pg. 300</p> <p><b>Memoir</b></p> <p>from It Worked For Me: In Life and Leadership by Colin Powell – pg. 253</p> <p><b>Biography</b></p> <p>from Colin Powell: Military Leader by Warren Brown – pg. 260</p>	<ul style="list-style-type: none"> <li>cite, and explain</li> <li>Figurative language activities</li> <li>Vocabulary; simile, metaphor, personification, idiom, hyperbole</li> <li>Event maps using the Retell Model</li> <li>Academic Vocabulary</li> <li>Small group decision-making activities</li> </ul>
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			<b>Close Reader (Short Stories)</b> (Biography) Community Hero: Chief Wilma Man Killer by Susannah Abbey – pg. 270 c (Autobiography) from Every Day is a New Day by Wilma Man killer – pg. 270 c	
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<b>Topic &amp; Standards</b>	<b>Unit 6 : What Tales Tell</b>
<b>Q3</b>	<p><b>Reading: Informational Text/Literary Text</b></p> <p><b>RI/RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><b>RI/RL.6.2:</b> Analyze informational text development.</p> <p><b>a.</b> Determine two or more central ideas in a text and analyze their development over the course of the text.</p> <p><b>b.</b> Provide an objective summary of the text that includes the central ideas and their development/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.</p> <p><b>RI/RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/ 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.</p> <p><b>RI/RL.6.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ 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.</p> <p><b>RI/RL.6.5:</b> 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/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.</p>

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**RI/RL.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text/Explain how an author develops the point of view of the narrator or speaker in a text.  
**RI/RL.6.10:** 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.

**Writing: Narrative**

**W.6.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  
**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**W.6.5:** 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.  
**W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.  
**W.6.10:** 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.

**Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  
**L.6.6:** 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.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
4-5 Weeks	<b>Illuminate</b>	<b>Below Grade Level:</b> Vocabulary contained within texts Skill focused small group	<b>Resources</b> Houghton Mifflin Harcourt Collections Series pgs. 313 - 379	<b>Performance Tasks</b> Write a Literary Analysis – pg. 373 Write a Play – pg. 377 <b>Additional Tasks:</b>

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<p>-Weekly Common Formatives</p> <p>-Common Summative</p> <p>-2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</p> <p>-At least 1 GRASP per quarter</p> <p style="text-align: center;"><b>Quarterly Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>-Myth</li> <li>-Folk tales</li> <li>-Legends</li> <li>-Fables</li> <li>-Parody</li> <li>-Drama</li> <li>-Plot</li> <li>-Theme</li> <li>-Conflict</li> <li>-Resolution</li> <li>-Climax</li> <li>-Archaic language</li> <li>-Symbol</li> <li>-Foreshadowing</li> <li>-Traits</li> </ul>	<p>assignments</p> <p>Audio assistance</p> <p>Small group discussions</p> <p>Graphic organizers to demonstrate content understanding</p> <p>Basic comprehension Questions</p> <p><b>At or Above Grade Level</b></p> <p>Extended responses</p> <p>Analytical assessments of texts</p> <p>Comparison and contrast to supplemental or companion texts</p> <p>Use of grade appropriate vocabulary</p> <p>Independent research using an aspect of the readings</p> <p>Study of related informational text</p> <p>Discussions surrounding themes and author's purpose</p> <p>Socratic seminars</p> <p>Journal writing or reflective writing</p>	<p style="text-align: center;"><b>Anchor Texts</b></p> <p><b>Greek Myths</b></p> <p>from Black Ships Before Troy: The Story of the Illiad by Rosemary Sutcliff – pg. 313</p> <p><b>Poems</b></p> <p>Medusa by Agha Shahid Ali – pg. 330i</p> <p>The Apple of Discord I by Kate Hovey – pg. 331</p> <p>Chinese Folk Tale</p> <p>Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie – pg. 335</p> <p><b>Drama</b></p> <p>from The Prince and the Pauper by Mark Twain</p> <p>– dramatized by Joellen Bland – pg. 345</p> <p style="text-align: center;"><b>Close Reader (Short Stories)</b></p> <p>from The Prince and the Pauper by Mark Twain– dramatized by Joellen Bland – pg. 362f</p> <p>Medusa's Head retold by Olivia E. Coolidge – pg. 330d</p> <p><b>Novel</b></p> <p>from The Prince and the Pauper: Tom's</p>	<p>Discussions</p> <p>Journal writing</p> <p>Media presentations</p> <p>Summary writings</p> <p>Independent research</p> <p>Writing extended responses</p> <p>Comparing and contrasting using graphic organizers</p> <p>Vocabulary games</p> <p>Poetry reading/writing</p> <p>Reader's Theater</p> <p>Examine legends, fables, folktales, and myths</p> <p>Diagram stage settings</p>
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	<ul style="list-style-type: none"> <li>-Motivations</li> <li>-Cast of characters</li> <li>-Stage directions</li> <li>-Period (time)</li> <li>-Summarize</li> <li>-Inferences</li> <li>-Essay</li> <li>-Tradition</li> <li>-Pattern of organization</li> <li>-Central (main) idea</li> <li>-Supporting details</li> <li>-Paraphrasing</li> <li>-Summary</li> <li>-Cultures</li> <li>-Morals</li> </ul>		<p style="text-align: center;">Meeting With the Prince by Mark Twain – pg. 362c</p> <p><b>Graphic Story</b> from The Prince and the Pauper by Marvel Comics – pg362h</p> <p><b>Essay</b> The Role of Myths in Ancient Greece from Greek Mythology by Simone Payment – pg. 363</p>	
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<i>Topic &amp; Standards</i>	<b>Unit 7</b>
<b>Q4</b>	<p><b>Reading: Literature/Informational Text</b></p> <p><b>RL/RI.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL/RI.6.2:</b> Analyze literary text development.</p> <p><b>a.</b> Determine a theme of a text and how it is conveyed through particular details.</p> <p><b>b.</b> Incorporate a theme and story details into an objective summary of 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.</p> <p><b>RL/RI.6.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

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**RL/RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**RL/RI.6.6:** Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text/Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**RL/RI.6.7:** 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/  
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.

**RL/RI.6.10:** 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.

### **Writing: Argument**

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**W.6.8:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting in a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.6.6:** 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.

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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
	<b>Illuminate</b> -Weekly Common Formatives -Common Summative -2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs -At least 1 GRASP per Quarter			

<b>Topic &amp; Standards</b>	<b>Unit 8</b>
	<b>Reading: Informational Text/Literary Text</b>

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Q4

**RI/RL.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text/ Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

**RI/RL.6.2:** Analyze informational text development.

**a.** Determine two or more central ideas in a text and analyze their development over the course of the text.

**b.** Provide an objective summary of the text that includes the central ideas and their development/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.

**RI/RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes)/ 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.

**RI/RL.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings/ 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.

**RI/RL.6.5:** 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/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.

**RI/RL.6.6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text/Explain how an author develops the point of view of the narrator or speaker in a text.

**RI/RL.6.10:** 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.

### **Writing: Argument**

**W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.

**W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.6.5:** 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.

**W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

**W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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**W.6.8:** 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.

**W.6.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.6.10:** 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.

**Language**

**L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

**L.6.6:** 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.

<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Balanced Literacy Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Writing Across The Curriculum</i>
	<p style="text-align: center;"><b>Illuminate</b></p> <ul style="list-style-type: none"> <li>-Weekly Common Formatives</li> <li>-Common Summative</li> <li>-2-4 performance tasks that reach DOK level 4 or 3-5 FATPs / RAFTs</li> </ul>			

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	-At least 1 GRASP per Quarter			

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