

## 2018-2019 ELA Pacing Guide: Grade 6

Big Idea(s) and Topic(s)	Learner Outcomes
<p><b>***The pacing included in this document is flexible, and should be adjusted as needed to meet the individual needs of your students, as well as to allow for sufficient time for assessment and re-teaching as needed.</b></p> <p><b>Speaking and Listening: ***</b> <b>(These will be used in multiple units.)</b></p> <p><b>SL.6.1</b>-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.</p> <p><b>SL.6.1a</b>-Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.</p> <p><b>SL.6.1b</b>- Follow rules for collegial discussions, set specific goals and deadlines, and define individual rolls as needed.</p> <p><b>SL.6.1c</b>-Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p><b>SL.6.1d</b>-Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><b>SL.6.2</b>-Interpret information presented in diverse media and formats _visually, quantitatively, orally and explain how it contributes to a topic, text or issue under study.</p>	<p><b>SL6.1</b></p> <ul style="list-style-type: none"> <li>I can identify key ideas from reading material.</li> <li>I can define the rules and roles necessary for discussion and planning.</li> <li>I can listen to opposing viewpoints during discussions and presentations.</li> </ul> <p><b>SL6.2</b></p> <ul style="list-style-type: none"> <li>I can identify details and information that contribute to the topic, text, or issue under study of various media formats (charts, graphs, tables, websites, speeches).</li> <li>I can explain how media and formats add meaning to a topic, text, or issue.</li> </ul> <p><b>SL6.3</b></p> <ul style="list-style-type: none"> <li>I can define and identify arguments, claims, reasons, or evidence.</li> <li>I can determine the credibility of a speaker and his/her purpose.</li> <li>I can identify claims that are supported by fact and those that are opinion.</li> <li>I can evaluate a speaker's argument using evidence that he/she provides to support a claim.</li> </ul> <p><b>SL6.4</b></p> <ul style="list-style-type: none"> <li>I can identify findings, claims, descriptions, facts, or details.</li> <li>I can identify appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>I can determine a logical sequence for presenting my claims and/or findings.</li> <li>I can support my claims and/or findings with pertinent description, facts, and details that support main idea or theme.</li> <li>I can present my information using appropriate eye contact, adequate volume, and clear pronunciation.</li> </ul> <p><b>SL6.5</b></p> <ul style="list-style-type: none"> <li>I can recognize multimedia components (e.g. graphics, images, music, sound).</li> <li>I can clarify information.</li> <li>I can determine what multimedia components (graphics, images, music, sound) will best clarify information in my presentations.</li> <li>I can include technology with multiple components (music, images, graphics, sound) in a presentation to clarify information.</li> <li>I can incorporate visual displays in a presentation to clarify information.</li> <li>I can determine what visual displays will best clarify information in presentations.</li> </ul> <p><b>SL6.6</b></p> <ul style="list-style-type: none"> <li>I can identify formal and informal settings.</li> <li>I can describe the qualities of formal and informal speech.</li> <li>I can distinguish between formal and informal speech.</li> </ul>

**SL.6.3**-Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**SL.6.4**-Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and pronunciation.

**SL.6.5**- Include multimedia components (graphics, music, images, sound) and visual displays in presentations to clarify information.

**SL.6.6**- Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.

See Grade 6 Language standards 1 and 3 for specific expectations.

## **Intro. to Literature Concepts:**

(37 Instructional Days)

**August 8-September 28**

- **Character and Plot**
- **Theme and Summary**
- **Point of View**

- I can apply correct use of formal English when speaking.
- I can adapt speech to a given context or task when speaking.

### **RL6.1**

- I can distinguish between textual facts and opinions.
- I can define textual evidence.
- I can make relevant inferences from the text.
- I can read closely and find "right there" answers.
- I can analyze an author's words to determine textual evidence to support explicit and inferential questions.

### **RL6.2**

- I can define theme (a central idea or lesson about life the author is revealing.)
- I can analyze a plot to determine a theme.
- I can summarize (a shortened version of the text that states the key points without adding my opinion) key details from a text.

### **RL6.3**

- I can identify a sequence of events within a story or drama.

<ul style="list-style-type: none"> <li>• <b>Figurative Language</b></li> <li>• <b>Literary Text and Structures</b></li> <li>• <b>Comparing and Contrasting</b></li> <li>• <b>Inference</b></li> <li>• <b>Grammar Review</b></li> </ul> <p><b>Reading:</b></p> <p>***<b>RL.6.1-6.7 and 6.9,6.10</b></p> <ul style="list-style-type: none"> <li>• <i>These standards will be used in multiple units</i></li> </ul> <p><b>**This unit will also consist of vocabulary, grammar, extended response and/or on-demand instruction.</b></p> <p><b>Writing:</b></p> <p>***<b>L6.1-6.6</b></p> <ul style="list-style-type: none"> <li>• <i>These standards will be used in multiple units</i></li> </ul>	<ul style="list-style-type: none"> <li>• I can identify character types and traits (i.e. dynamic, static, protagonist, antagonist)</li> <li>• I can determine character traits in a text based on an author's direct (qualities stated) and indirect (quality is inferred based upon what they say, do, feel, and think) characterization.</li> <li>• I can describe how a plot unfolds in a series of episodes.</li> <li>• I can explain how character(s) respond or change over the course of the story or drama.</li> </ul> <p><b>RL6.4</b></p> <ul style="list-style-type: none"> <li>• I can analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader.</li> <li>• I can identify the various forms of figurative language (e.g. simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</li> <li>• I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).</li> <li>• I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling).</li> </ul> <p><b>RL6.5</b></p> <ul style="list-style-type: none"> <li>• I can locate the text evidence that supports the theme, setting or plot development.</li> <li>• I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.</li> <li>• I can analyze how each part (i.e. sentence, chapter, scene, or stanza) contributes to the development of theme, setting, or plot.</li> </ul> <p><b>RL6.6</b></p> <ul style="list-style-type: none"> <li>• I can classify point of view as             <ul style="list-style-type: none"> <li>○ first (narrator tells about him/herself; "I")</li> <li>○ second (narrator speaks directly to reader; "you")</li> <li>○ third (narrator tells about others; "he, she, it")</li> <li>○ third limited (narrator tells about others but knows the thoughts of one character).</li> <li>○ third omniscient (narrator tells the story about others but knows the thoughts of all characters.)</li> </ul> </li> <li>• I can analyze how the author develops a narrators point of view by revealing thoughts, feelings, actions, and spoken words.</li> <li>• I can identify examples in the text where point of view is developed for the narrator/speaker.</li> </ul> <p><b>L6.7</b></p> <ul style="list-style-type: none"> <li>• I can define the terms <i>compare</i> and <i>contrast</i>.</li> </ul>
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- I can explain the mental images that occur while reading a story, drama, or poem.
- I can compare/contrast (analyze the similarities and differences) mental images created while reading a story, drama, or poem and the images presented in a media version of the same text.

**RL6.9**

- I can identify the characteristics of different genres.
- I can identify the theme in two or more genres.
- I can identify the topic in two or more genres.
- I can compare and contrast two or more genres.
- I can compare and contrast the theme in two or more stories of the same genre.
- I can compare and contrast the topic in two or more stories of the same genre.

**RL6.10**

- I can recognize if the text I am reading is too easy/too hard.
- I can identify and explain key ideas and details from the text on my own.
- I can identify and explain craft and structure from the text on my own.
- I can implement ideas and knowledge from the text on my own.
- I can distinguish between textual facts and opinions.
- I can define textual evidence.
- I can make relevant inferences from the text.
- I can read closely and find “right there” answers.
- I can analyze an author’s words to determine textual evidence to support explicit and inferential questions.

#### W6.4

- I can analyze the reason for writing a piece to decide on task, purpose, and audience.
- I can pick or choose appropriate idea development strategies, organization, and style appropriate to task, purpose, and audience.
- I can develop my ideas by using graphic organizers.
- I can demonstrate different writing styles in a clear and logical way.

#### W6.5

- I can plan, revise, edit, rewrite, and try a new approach to develop and strengthen my writing.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.

#### L6.5

- I can interpret the usage of different types of figurative language: personification, irony, etc.
- I can distinguish between the various types of word relationships (e.g. cause/effect, part/whole, item/category)
- I can determine if a word is used for its denotative or connotative meaning.
- I can use formatting, graphics, and multimedia to enhance a reader's comprehension.
- I can use appropriate transitions to clarify the relationships between ideas.
- I can use content specific or specialized vocabulary to explain the text to enhance the reader's comprehension.
- I can establish and maintain a formal writing style.
- I can provide a conclusion that supports or explains the information presented.

#### W6.3

- I can describe the characteristics of a narrative. and
- I can describe the basic elements of plot.
- I can engage the reader by introducing the narrator (first, second, or third person)

## Story Elements

(45)Instructional Days)

October 8 – December 14

- Reading and Writing Narratives

**Reading:**

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RL.1-6.7 and 6.9,6.10

**Writing:**

- Write narratives to develop real or imagined experiences

W.6.3 (a-e); W.6.5; W.6.6

**Language:**

- Demonstrate command of the conventions of standard English Grammar

L.6.1 (a-e); L.6.6

***\*\*This unit will also consist of vocabulary, grammar, and extended response and/or on-demand instruction.***

- I can use narrative techniques (dialogue, transitional words, phrases) to signal change.

**W6.5**

- I can plan, revise, edit, rewrite, and try a new approach to develop and strengthen my writing.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.

**W6.6**

- I can download, save, upload, and attach documents appropriate to the writing style.
- I can choose credible websites on the internet that will help me compose edit and publish my writing.
- I can collaborate with peers, teachers, and other experts through technology.
- evidence to support explicit and inferential questions.

**L6.1**

- I can point to differences in my own and others writing and speaking and use strategies to improve expression in my language.
- I can replace vague pronouns to improve expression in writing.
- I can place pronouns in the proper case.
- I can utilize intensive pronouns.
- I can use correct pronoun number and person.
- I can determine when an antecedent and a pronoun do not match.
- I can identify and correct misuses of pronouns in my own and others' work.
- I can identify strategies to improve expression in writing.
- I can recognize/identify the subjective, objective, and possessive cases of pronouns.
- I can recognize/identify intensive pronouns.
- I can recognize/identify vague pronouns.
- I can recognize/identify shifts in pronoun number and person.
- I can recognize variations from standard English.
- I can apply the correct use of grammar and usage in writing.
- I can apply the correct usage of singular and plural pronouns.

**L6.6**

- I can recognize the difference between general academic and content words and phrases.
- I can acquire and use grade appropriate academic and content specific words to increase comprehension and W6.3

W6.1

- I can identify credible sources that show the relationship between a claim and its supports.
- I can identify and define formal styles.
- I can explain the argument presented in a text.
- I can determine how to introduce a claim.
- I can organize my reasons and evidence to enhance the reader's understanding.
- I can support a claim with clear and relevant evidence.
- I can evaluate the credibility of sources and the relevance of evidence in a passage.
- I can analyze the importance of details that support the author's argument.

**Persuasive Techniques:** (38

Instructional Days)

**January 2 – February 27****Reading:**

**\*Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not RI.6.8**

**Writing:**

• **Write arguments to support claims with clear reasons and relevant evidence**

**W.6.1 (a-e); W.6.5****Language:**

• **Determine or clarify the meaning of known and unknown and multiple meaning words.**

**L.6.4 (a-d); L.6.6**

• **Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons from claims that are not.**

**SL.6.1-6.6**

**\*\*This unit will also consist of vocabulary, grammar, and extended response and/or on-demand instruction.**

**\*\*\* This unit may be extended due to weather issues**

- I can establish and maintain a formal writing style.
- I can develop a conclusion that supports the argument.

**W6.5**

- I can plan, revise, edit, rewrite, and try a new approach to develop and strengthen my writing.
- I can edit my writing by checking for errors in capitalization,

**L6.4**

- I can identify the meaning of a sentence or paragraph.
- I can identify a word's position and its function in a sentence.
- I can identify Greek and Latin word roots, prefixes, and suffixes.
- I can recognize and use pronunciation symbols.
- I can utilize reference materials to find the meanings of words.
- I can utilize print and digital reference materials to find a word's pronunciation, precise meaning, or part of speech.
- I can use context clues to determine the meaning of a word or phrase.
- I can determine the meaning of a word using prior knowledge of Greek and Latin roots, prefixes, and suffixes.
- I can verify the meaning of a word or phrase using reference materials or context clues.
- I can determine the appropriate reference material to identify the meaning of a word or phrase.

**L6.6**

- I can recognize the difference between general academic and content words and phrases.
- I can acquire and use grade appropriate academic and content specific words to increase comprehension and expression.
- punctuation, grammar, and spelling.

**SL6.1**

- I can identify key ideas from reading material.
- I can define the rules and roles necessary for discussion and planning.
- I can listen to opposing viewpoints during discussions and presentations.

**SL6.2**

- I can identify details and information that contribute to the topic, text, or issue under study of various media formats (charts, graphs, tables, websites, speeches).
- I can explain how media and formats add meaning to a topic, text, or issue.

**SL6.3**

- I can define and identify arguments, claims, reasons, or evidence.
- I can determine the credibility of a speaker and his/her purpose.
- I can identify claims that are supported by fact and those that are opinion.
- I can evaluate a speaker's argument using evidence that he/she provides to support a claim.

**SL6.4**

- I can identify findings, claims, descriptions, facts, or details.



- I can identify appropriate eye contact, adequate volume, and clear pronunciation.
- I can determine a logical sequence for presenting my claims and/or findings.
- I can support my claims and/or findings with pertinent description, facts, and details that support main idea or theme.
- I can present my information using appropriate eye contact, adequate volume, and clear pronunciation.

**SL6.5**

- I can recognize multimedia components (e.g. graphics, images, music, sound).
- I can clarify information.
- I can determine what multimedia components (graphics, images, music, sound) will best clarify information in my presentations.
- I can include technology with multiple components (music, images, graphics, sound) in a presentation to clarify information.
- I can incorporate visual displays in a presentation to clarify information.
- I can determine what visual displays will best clarify information in presentations.

**SL6.6**

- I can identify formal and informal settings.
- I can describe the qualities of formal and informal speech.
- I can distinguish between formal and informal speech.
- I can apply correct use of formal English when speaking.
- I can adapt speech to a given context or task when speaking.

**W6.2**

- I can identify formal styles of writing.
- I can identify relevant facts, definitions, concrete details, quotations, and examples.
- I can develop a topic with relevant facts, definitions, concrete details, quotations, and examples.
- I can identify various transitions that clarify relationships among ideas and concepts; precise language and domain-specific vocabulary related to the topic; and a concluding statement or section that follows from the information or explanation presented.
- I can determine when to include formatting, graphics, and multimedia to aid comprehension.
- I can select various transitions that clarify relationships among ideas and concepts.
- I can determine how to organize ideas, concepts, and information.
- I can determine when to use various strategies such as definitions, classification, comparison/contrast, cause/effect.
- I can select precise language and vocabulary to inform or explain the text.
- I can establish and maintain a formal writing style.
- I can determine a supportive concluding statement or section that follows from the information or explanation presented.

**W6.5**

- I can plan, revise, edit, rewrite, and try a new approach to develop and strengthen my writing.
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, and spelling.

**W6.9**

- I can define textual evidence (word for word support).

**Informational Unit:**

(35 Instructional Days)

**February 28- April 24**

- **Main Ideas and Supporting Details**
- **Text Structures**
- **Technical Texts**
- **Graphics**
- **Comparing and Contrasting Informative Texts**

**Reading:**

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**R.L 6.1-6.7 and 6.9,6.10****Writing:**

- **Write informative/explanatory texts examining topic**
- W.6.2 (a-f); W.6.5; W.6.9 (a-b)**

**Language:**

- **Use knowledge of language and conventions when writing, speaking, reading and listening**
- L.6.3 (a-b); L.6.6**
  - **Engage effectively in a range of collaborative discussions with diverse partners.**

**SL.6.1-6.6**

***Interpret information presented in diverse media and formats.***

- I can determine textual evidence that supports my analysis, reflection, and research.
- I can compose written responses using textual evidence.

**L6.3**

- I can apply knowledge of language when writing, reading, or listening.
- I can apply knowledge of language conventions when writing, reading, or listening.
- I can determine when to vary sentence patterns for meaning, reader/listener interest, or style.
- I can distinguish the difference between the conventions of language for writing, speaking, reading, and listening.
- I can identify various sentence patterns, style, and tone in a passage.
- I can maintain a consistent style and tone when writing.

**L6.6**

- I can recognize the difference between general academic and content words and phrases.
- I can acquire and use grade appropriate academic and content specific words to increase comprehension and expression.

**SL6.1**

- I can identify key ideas from reading material.
- I can define the rules and roles necessary for discussion and planning.
- I can listen to opposing viewpoints during discussions and presentations.

**SL6.2**

- I can identify details and information that contribute to the topic, text, or issue under study of various media formats (charts, graphs, tables, websites, speeches).
- I can explain how media and formats add meaning to a topic, text, or issue.

**SL6.3**

- I can define and identify arguments, claims, reasons, or evidence.
- I can determine the credibility of a speaker and his/her purpose.
- I can identify claims that are supported by fact and those that are opinion.
- I can evaluate a speaker's argument using evidence that he/she provides to support a claim.

**SL6.4**

- I can identify findings, claims, descriptions, facts, or details.
- I can identify appropriate eye contact, adequate volume, and clear pronunciation.
- I can determine a logical sequence for presenting my claims and/or findings.
- I can support my claims and/or findings with pertinent description, facts, and details that support main idea or theme.

***\*\*This unit will also consist of vocabulary, grammar, and extended response and/or on-demand instruction.***

***\*\* This unit may be extended due to weather issues.***

- I can present my information using appropriate eye contact, adequate volume, and clear pronunciation.

#### SL6.5

- I can recognize multimedia components (e.g. graphics, images, music, sound).
- I can clarify information.
- I can determine what multimedia components (graphics, images, music, sound) will best clarify information in my presentations.
- I can include technology with multiple components (music, images, graphics, sound) in a presentation to clarify information.
- I can incorporate visual displays in a presentation to clarify information.
- I can determine what visual displays will best clarify information in presentations.

#### SL6.6

- I can identify formal and informal settings.
- I can describe the qualities of formal and informal speech.
- I can distinguish between formal and informal speech.
- I can apply correct use of formal English when speaking.
- I can adapt speech to a given context or task when speaking.

#### W6.10

- I can recognize that different writing tasks require different time frames to complete.
- I can identify a writing format and style to fit my task, purpose, and audience.

#### L6.5

- I can interpret the usage of different types of figurative language: personification, irony, etc.

<p><b>Standards Review</b>  <b>(21 Days of Instruction)</b>  <b>April 25-May 24</b>  <b>*K-PREP testing during this time period</b></p> <p>Test taking strategies  Continue language mechanics review  Year-end review and assessments</p>	<ul style="list-style-type: none"> <li>•I can distinguish between the various types of word relationships (e.g. cause/effect, part/whole, item/category)</li> <li>•I can determine if a word is used for its denotative or connotative meaning.</li> <li>•I can use formatting, graphics, and multimedia to enhance a reader's comprehension.</li> <li>•I can use appropriate transitions to clarify the relationships between ideas.</li> <li>•I can use content specific or specialized vocabulary to explain the text to enhance the reader's comprehension.</li> <li>•I can establish and maintain a formal writing style.</li> </ul> <p>•I can provide a conclusion that supports or explains the information presented.</p> <p><b>L6.2</b></p> <ul style="list-style-type: none"> <li>• I can apply punctuation rules for commas, parentheses, dashes.</li> <li>• I can use commas to set off nonrestrictive/parenthetical elements.</li> <li>• I can use parentheses to set off nonrestrictive, parenthetical elements.</li> <li>• I can use dashes to set off nonrestrictive/parenthetical elements.</li> <li>• I can apply spelling rules when writing.</li> <li>• I can use spelling rules to identify and correct misspelled words.</li> </ul> <p><b>L6.3</b></p> <ul style="list-style-type: none"> <li>• I can apply knowledge of language when writing, reading, or listening.</li> <li>• I can apply knowledge of language conventions when writing, reading, or listening.</li> <li>• I can determine when to vary sentence patterns for meaning, reader/listener interest, or style.</li> <li>• I can distinguish the difference between the conventions of language for writing, speaking, reading, and listening.</li> <li>• I can identify various sentence patterns, style, and tone in a passage.</li> <li>• I can maintain a consistent style and tone when writing.</li> </ul> <p>RL 6.10, RI 6.10, W.6.10</p>
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# Butler County Schools


## Butler County Schools

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