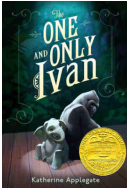


Grade Six ELA Pacing Guide 2024-2025

Trimester/unit	Est. Time Frame *All dates are approximate	Unit Title/ Unit Texts	Supporting Texts	Writing Tasks/Focus
Trimester 1 Unit 2 & Begin Unit 1	60 Days	<p style="text-align: center;">“ANIMAL ALLIES”</p> <p>Launch Text</p> <ul style="list-style-type: none"> • “Reading Buddies” (890L) <p>Whole-Class Learning</p> <ul style="list-style-type: none"> • Anchor Text, Memoir: “<i>My Life with the Chimpanzees</i>” (860L) • Anchor Text, Historical Fiction: “<i>Hachiko: The True Story of a Loyal Dog</i>” (690L) <p>Small-Group Learning</p> <ul style="list-style-type: none"> • Poetry: “<i>A Blessing</i>” (NP) • Poetry: “<i>Predators</i>” (NP) • Essay: “<i>Monkey Master</i>” (1050L) • Short Story: “<i>Black Cowboy, Wild Horses</i>” (710L) <p>Independent Learning</p> <ul style="list-style-type: none"> • Novel Excerpt: from “<i>The Wind in the Willows</i>” (1170L) • Fable: How the Camel Got His Hump (940L) • News Article: “<i>The Girl Who Gets Gifts from Birds</i>” (830) 	<p>Novel- “<i>The One and Only Ivan</i>” by Katherine Applegate</p>  <p>Poetry Aligned to Text:</p> <ul style="list-style-type: none"> - “<i>See It Through</i>” by Edgar Guest “<i>Standing Up for Myself</i>” by Connie Webb “<i>The Key of Life</i>” by Stanley Oguh “<i>Education is the Key to Success</i>” by Abdul Majid “<i>Promise Yourself</i>” by Christian Larson <p>Seasonal Poetry</p> <ul style="list-style-type: none"> - “<i>Never, Never, Never, Forget</i>” by Carol Montgomery (9/11 Text) - “<i>Autumn Time</i>” by Cheryl Sandburg 	<p>R.A.C.E. Open-Ended-Response Writing Strategy: Review/scaffold for 6th Grade</p> <p>Narrative Writing Focus</p> <ul style="list-style-type: none"> • Recognize and write dialogue-W.NW.6.3. • Recognize/Establish Story Plot-RL.IT.6.3. • Figurative Language L.VI.6.4 A • TIP-Top- Switch Paragraphs when the Time, Place, Topic, or Person changes. W.NW.6.3. <p>Narrative Writing Task</p> <ul style="list-style-type: none"> • Write an alternate ending to the story “Hachiko: The True Story of a Loyal Dog.” Your ending should stay true to the characters and setting but offer a new perspective or outcome. • “The One And Only Ivan” Write a narrative telling the story of the day Ruby arrived at the zoo. Tell the narrative from one character’s perspective. Make sure to write in the author’s voice and tone.

- News Article: “*Pet Therapy: How Animals And Humans Heal Each Other*”(1190L)

“CHILDHOOD”

Launch text

- “*Wagon Trail at Dusk*” (740L)

Whole-Class Learning

- Anchor text, *Memoir in Verse: from “Brown Girl Dreaming”*
- Media, *Comic Strip: “Gallery of Calvin and Hobbes Comics”*

-“*Fall, Leaves, Fall*” by Emily Bronte

LGBTQ Poetry

To the Oppressors by Pauli Murray

(Play) “The Amazing Nellie Bly” Laurel Haines Reading Street Readers’ Theater

-**Novel in Excerpts-** “*The Secret Garden*” by Francis Hodgson Burnett



-Poetry Aligned to Text:-

“*The Rider*” by Naomi Shihab Nyes

“*The Little Engine That Could*” by Watty Piper

Seasonal poetry:

“The Dance of the Thirteen Skeletons” Jack Prelutsky

“Veterans Day Salute!” by Kim Robin Edwards

Informative/ Explanatory Writing Focus (LITERARY ANALYSIS)

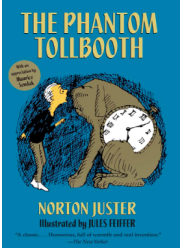
Hooks- SWBAT write different hooks.

- T.A.B.- SWBAT to write the Title, Author, & Background in an introduction paragraph.
- Thesis Statement
- Direct Citation- Write direct citations when responding to Open-Ended questions
- Evidence & Elaboration Stems
- Concluding Paragraph (Text-To-Text & Text-To-World Connection)

Informative/Explanatory Writing Task (LITERARY ANALYSIS TASK Samples)

- You have read a story entitled “Hachiko” and a poem “Brown Girl Dreaming.” Write an essay where you explain the theme in each text. Use important details from both passages for your writing piece.
- You have read the texts “My Life with the Chimpanzees and “Monkey Master” which both deal with human/ animal interaction. Write an essay where you compare and contrast the human/animal relationship in each text. Use important details from both passages for your essay.

		<ul style="list-style-type: none"> • Anchor Text, Blog Post: <i>“Teens and Technology Share a Future”</i> by Stefan Etienne (1100 L) • Anchor Text, Blog Post: <i>“The Black of Technology”</i> by Leena Khan (980 L) • Media, Video: <i>“The Internet of Things”</i> by IBM Social Media <p><u>Small-Group Learning</u></p> <ul style="list-style-type: none"> • Short Story: <i>“The Fun They Had”</i> by Isaac Asimov (730 L) • Blog Post: <i>“Is Our Gain Also Our Loss?”</i> by Cailin Loesch (1180 L) • Media, Podcast: <i>“Bored...and Brilliant? A Challenge to Disconnect from Your Phone”</i> by NPR <p><u>Independent Learning</u></p> <ul style="list-style-type: none"> • News Article: <i>“7-Year-Old Girl Gets New Hand from 3-D Printer”</i> by John Rogers (860 L) • News Article: <i>“Screen Time Can Mess with the Body’s ‘Clock’”</i> by Andrew Bridges (980 L) • Poetry: <i>“All Watched Over by Machines of Loving Grace”</i> by Richard Brautigan (NP) • Poetry: Sonnet, without Salmon by Sherman Alexie (NP) • News Article: Teen Researchers Defend Media Multitasking by Sumathi Reddy (1370 L) 	<p><i>Poetry Aligned to text:</i> <i>“Home of the Brave”</i> by Katherine Applegate</p> <p><i>“If”</i> by Rudyard Kipling</p> <p><i>“See It Through”</i> by Edgar Albert Guest</p> <p>Seasonal Poetry: <i>“I Found A Four Leaf Clover”</i> by Jack Prelutsky</p> <p><i>“Spring”</i> by Edna St. Vincent Millay</p> <p>LGBTQ Poetry <i>“Natural Criminal”</i> by Francisco X. Alarcon</p> <p>(Play) <i>“This Is What Courage Looks Like”</i> -<i>Scope Magazine</i> November</p>	<p><u>Informative/Explanatory Writing Task (LITERARY ANALYSIS TASK Samples)</u></p> <ul style="list-style-type: none"> • How do the main characters in the non-fictional excerpts from "Michaela De Prince: The War Orphan Who Became a Ballerina" by William Kremer and from "Bad Boy" by Walter Dean Meyers confront and overcome challenges during their childhood? How do they triumph? Write an explanatory essay that explains their challenges and triumphs. <p><u>Informative/ Explanatory Writing (Research Simulation Task/ Literary Analysis)</u></p> <ul style="list-style-type: none"> • SEE NJSLA PRACTICE TESTS FOR SAMPLES https://nj.mypearsonsupport.com/practice-tests/english/ <p><u>**This serves as great experience for cold reads.</u></p> <p><i>Performance Task: TG p.268-271</i></p> <p><u>Argument Writing Task</u></p> <ul style="list-style-type: none"> • Write a brief argument, in the form of an editorial, in which you state and support your position on this question: Do electronic devices and online access really improve our lives?
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				<p>Draw evidence from the texts in this section to support your ideas. <i>(Can be used as a brief writing lesson to close out Technology Unit)</i></p> <p><u>Narrative Writing Task</u></p> <ul style="list-style-type: none"> Write a journal entry from the perspective of Katherine Johnson, Mary Jackson or Dorothy Vaughn in which she describes her feelings about beginning her employment at Langley. Make sure to include details about the character's experiences in the letter. Use details from the novel "Hidden Figures" to assist you in your letter.
<p>** Unit 3 can also be ended during this time frame before beginning Unit 4 if needed.</p> <p>Trimester 3</p> <p>Unit 4</p>	<p>60 Days</p>	<p style="text-align: center;">Unit 4</p> <p style="text-align: center;"><i>Where Can Imagination Lead?</i></p> <p><u>Launch Text</u></p> <ul style="list-style-type: none"> "The Great Universal Undo" (670L) <p><u>Whole-Class Learning</u></p> <ul style="list-style-type: none"> Anchor text, Drama: The Phantom Tollbooth, Act I Anchor text, Drama: The Phantom Tollbooth, Act II 	<p>Novel- "The Phantom Tollbooth" by Norton Juster</p>  <p>Poetry Aligned to Text:</p> <p><i>"Today is Very Boring"</i> by Jack Prelutsky</p>	<p><u>R.A.C.E.C.E.S</u></p> <p><u>Open-Ended-Response Writing Strategy:</u> Review/scaffold for 6th Grade</p> <p><u>Informative/ Explanatory Writing Focus (Research Simulation Task/Literary Analysis)</u></p> <ul style="list-style-type: none"> SEE NJSLA PRACTICE TESTS FOR SAMPLES https://nj.mypearsonsupport.com/practice-tests/english/

		<p><u>Small Group Learning</u></p> <ul style="list-style-type: none"> • from “Alice’s Adventures in Wonderland” by Lewis Carroll (1080L) • “Jabberwocky” by Lewis Carroll • “The Importance of Imagination” by Esha Chhabra (890L) <ul style="list-style-type: none"> • Media, Video: The Phantom Tollbooth • Novel Excerpt from Alice’s Adventures in Wonderland (1080L) • Poetry Collection: Jabberwocky, from Throughout the Looking Glass • Reflective Essay: The Importance of Imagination (890L) <p><u>Independent Learning:</u></p> <ul style="list-style-type: none"> • Novel Excerpt: from The Wonderful Wizard of Oz (1030L) • Poetry: Our Wreath of Rosebuds • Poetry: Fantasy • Novel Excerpt: The Shah of Blah from Haroun and the Sea of Stories (1060L) • Interview: Magic, Mystery, and Mayhem: An Interview with J.K. Rowling (1000L) 	<p><i>“Boredom” by Eleanor Farjeon</i></p> <p><i>Seasonal Poetry</i> <i>“Hope is the thing with feathers” Emily Dickinson</i></p> <p><i>“Dandelion” Francis Ellen Watkins Harper</i></p> <p>LGBTQ Poetry <i>“The Tree Sparrows” by Joseph O. Legaspi</i></p> <p>(Play) “The Phantom Tollbooth”</p>	<p><u>**This serves as great experience for cold reads.</u></p> <p><u>Narrative Task: TG p. 352-357</u></p> <p><u>Prompt:</u></p> <ul style="list-style-type: none"> • You have read part of the novel The Phantom Tollbooth– write an original story in which Milo travels to a land of your choice. Make sure to use the original characters in your story and include dialogue. Use your knowledge of Milo to make the story unique and creative.
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