

Vocabulary			
RL Central Idea Episodes Genres Summary Theme Unbiased	W Descriptive Details Dialogue Flashback Formal Style Logical Plot Pacing	L Affixes Greek Roots Latin Roots Reference Materials	SL Collaborative Discussions Formal Speech Informal Speech Interpret
RI Central Idea Key Events Key Ideas Key Individuals Main Idea Supporting Details	Relevant Details Sequence Significant Details Snapshot Transitions		
Recommended Texts*		Resources*	

* List your recommended texts and resources - we will be collecting them at the end of the year.



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Superintendent

Mark Coscarella, Ed.D.
Associate Superintendent

Mara Lud
*Director of Elementary,
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Delsa Chapman
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Sixth Grade • First Quarter
Pacing Guide



English Language Arts

Introduction to Your English Language Arts Pacing Guide

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Grade 6English Language ArtsFirst Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.6.1 <input type="checkbox"/> I CAN determine what the text says clearly.</p> <p>RL.6.2 <input type="checkbox"/> I CAN define theme or central idea.</p> <p><input type="checkbox"/> I CAN determine a theme or central idea.</p> <p><input type="checkbox"/> I CAN support the theme or central idea using details from the text.</p> <p><input type="checkbox"/> I CAN write an unbiased summary based on factual information.</p> <p>RL.6.3 <input type="checkbox"/> I CAN describe how a story’s plot/ elements unfold within a series of episodes (exposition, rising action, climax, resolution).</p> <p>RL.6.5 <input type="checkbox"/> I CAN identify the theme of a text.</p> <p><input type="checkbox"/> I CAN identify the setting of a text.</p> <p><input type="checkbox"/> I CAN outline the plot of a text.</p> <p>RL.6.9 <input type="checkbox"/> I CAN identify the characteristics of different genres (stories, poems, historical novels, and fantasy stories).</p> <p><input type="checkbox"/> I CAN identify the theme in two or more genres (stories, poems, historical novels, and fantasy stories).</p> <p><input type="checkbox"/> I CAN identify the topic in two or more genres (stories, poems, historical novels, and fantasy stories).</p>	<p>RI.6.2 <input type="checkbox"/> I CAN determine the central idea of an informational text.</p> <p><input type="checkbox"/> I CAN determine supporting details of an informational text.</p> <p><input type="checkbox"/> I CAN analyze a text to determine how the particular details are used to support the main idea of an informational text.</p> <p><input type="checkbox"/> I CAN write an unbiased summary of an informational text.</p> <p>RL.6.3 <input type="checkbox"/> I CAN identify key individuals in an informational text.</p> <p><input type="checkbox"/> I CAN identify key events in an informational text.</p> <p><input type="checkbox"/> I CAN identify key ideas in an informational text.</p>	<p>W.6.1 d <input type="checkbox"/> I CAN maintain a formal style throughout a piece of writing.</p> <p>W.6.3 a <input type="checkbox"/> I CAN produce an engaging introduction to a narrative (flashback, dialogue, question, snapshot).</p> <p><input type="checkbox"/> I CAN introduce and develop a narrator and the characters.</p> <p><input type="checkbox"/> I CAN organize a logical plot sequence.</p> <p>W.6.3 b <input type="checkbox"/> I CAN develop experiences, events, and/ or characters using narrative techniques (dialogue, pacing, and description).</p> <p>W.6.3 c <input type="checkbox"/> I CAN write using transitions (words, phrases, clauses) to convey sequence from one time setting to another.</p> <p>W.6.3 d <input type="checkbox"/> I CAN write using appropriate descriptive, relevant, significant details and sensory language to convey experiences and events.</p> <p>W.6.6 <input type="checkbox"/> I CAN produce and publish writing using technology.</p> <p><input type="checkbox"/> I CAN interact and collaborate with others using technology.</p> <p>W.6.7 <input type="checkbox"/> I CAN conduct a short research project.</p> <p><input type="checkbox"/> I CAN organize information from several sources to answer a question.</p>	<p>L.6.4 a <input type="checkbox"/> I CAN determine the meaning of a word using context clues.</p> <p>L.6.4 b <input type="checkbox"/> I CAN determine the meaning of a word using grade appropriate affixes.</p> <p><input type="checkbox"/> I CAN determine the meaning of a word using grade appropriate Greek or Latin roots.</p> <p>L.6.4 c <input type="checkbox"/> I CAN use different reference materials (both print and digital) to find the pronunciation, part of speech, or meaning of a word.</p> <p>L.6.4 d <input type="checkbox"/> I CAN make a guess about what a word means and then check my understanding using reference materials.</p>	<p>SL.6.1 a <input type="checkbox"/> I CAN engage in collaborative discussions (one-on-one, groups, teacher led) on grade 6 topics, texts, and issues.</p> <p><input type="checkbox"/> I CAN build on the ideas of others in a discussion.</p> <p>SL.6.1 b <input type="checkbox"/> I CAN set specific goals and deadlines.</p> <p><input type="checkbox"/> I CAN follow rules for group discussions.</p> <p>SL.6.1 c <input type="checkbox"/> I CAN identify components and roles within a group discussion.</p> <p><input type="checkbox"/> I CAN follow rules for a group discussion.</p> <p>SL.6.2 <input type="checkbox"/> I CAN interpret information presented visually.</p> <p><input type="checkbox"/> I CAN interpret information presented quantitatively.</p> <p><input type="checkbox"/> I CAN interpret information presented orally.</p> <p>SL.6.4 <input type="checkbox"/> I CAN use appropriate eye contact.</p> <p><input type="checkbox"/> I CAN use appropriate volume.</p> <p><input type="checkbox"/> I CAN use appropriate pronunciation.</p> <p>SL.6.6 <input type="checkbox"/> I CAN describe the qualities of formal speech.</p> <p><input type="checkbox"/> I CAN describe the qualities of informal speech.</p> <p><input type="checkbox"/> I CAN determine if formal or informal speech is appropriate in the context of a given situation.</p>

Vocabulary			
RL Audio Version Character Traits Genre Live Version Perceive Personal Opinions Stanza Textual Facts Video Version	RI Argument Claim Judgment Personal Opinion Supported Claims Unsupported Claims W Analysis Concluding Section Credible Source Evidence Reflection Research	SL Delineate Distinguish Findings Logically Orally Quantitatively Reasons Speaker's Argument Visually	L Complex Sentences Compound Complex Sentences Compound Sentences Inappropriate Shifts Intensive Pronouns Pronoun Antecedents Pronouns As Objects Pronouns As Possessives Pronouns As Subjects Vague Pronouns
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Sixth Grade • Second Quarter Pacing Guide



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Grade 6 English Language Arts Second Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.6.2 <input type="checkbox"/> I CAN distinguish between textual facts and personal opinions.</p> <p>RL.6.3 <input type="checkbox"/> I CAN define character traits.</p> <p>RL.6.5 <input type="checkbox"/> I CAN analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.</p> <p><input type="checkbox"/> I CAN analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the theme of a text.</p> <p><input type="checkbox"/> I CAN analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the setting of a text.</p> <p><input type="checkbox"/> I CAN analyze how a particular sentence, chapter, scene, or stanza contributes to the overall development of the plot of a text.</p> <p>RL.6.7 <input type="checkbox"/> I CAN define compare and contrast.</p> <p><input type="checkbox"/> I CAN determine the similarities between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p><input type="checkbox"/> I CAN determine the differences between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text.</p> <p><input type="checkbox"/> I CAN contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched.</p> <p>RL.6.9 <input type="checkbox"/> I CAN identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p> <p><input type="checkbox"/> I CAN compare and contrast how two or more stories across genres approach similar themes and topics.</p>	<p>RI.6.2 <input type="checkbox"/> I CAN define and understand the influence of personal opinion and judgment when reading a text.</p> <p>RL.6.8 <input type="checkbox"/> I CAN define argument.</p> <p><input type="checkbox"/> I CAN define claim.</p> <p><input type="checkbox"/> I CAN identify the argument in a text.</p> <p><input type="checkbox"/> I CAN trace the main points of an argument or claim.</p> <p><input type="checkbox"/> I CAN evaluate the main points of an argument.</p> <p><input type="checkbox"/> I CAN identify reasons and evidence in a text.</p> <p><input type="checkbox"/> I CAN distinguish between supported and unsupported claims.</p> <p>RI.6.9 <input type="checkbox"/> I CAN identify the similarities among common events in texts written by different authors (e.g., a memoir written by and a biography on the same person).</p> <p><input type="checkbox"/> I CAN identify the differences among common events in texts written by different authors (e.g., a memoir written by and a biography on the same person).</p>	<p>W.6.1 a <input type="checkbox"/> I CAN introduce a claim clearly.</p> <p><input type="checkbox"/> I CAN organize evidence.</p> <p>W.6.1 b <input type="checkbox"/> I CAN identify credible sources to support a claim.</p> <p><input type="checkbox"/> I CAN organize reasons and evidence to support an argument.</p> <p><input type="checkbox"/> I CAN write clear statements in support of an argument or claim.</p> <p>W.6.1 c <input type="checkbox"/> I CAN clarify relationships among claims using transitions (words, phrases, and clauses).</p> <p>W.6.1 e <input type="checkbox"/> I CAN write a concluding section that follows the argument presented.</p> <p>W.6.7 <input type="checkbox"/> I CAN conduct a short research project.</p> <p><input type="checkbox"/> I CAN organize information from several sources to answer a question.</p> <p>W.6.9 a <input type="checkbox"/> I CAN compare and contrast themes and topics in texts of various genres such as stories, poems, historical novels, and fantasy stories.</p> <p><input type="checkbox"/> I CAN state evidence from literary nonfiction to support analysis, reflection, and research.</p> <p>W.6.9 b <input type="checkbox"/> I CAN identify claims that are supported by evidence from claims that are not.</p>	<p>L.6.1 <input type="checkbox"/> I CAN make sure that pronouns are used correctly in sentences as subjects, objects, or as possessives.</p> <p><input type="checkbox"/> I CAN demonstrate the proper use of intensive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves).</p> <p><input type="checkbox"/> I CAN recognize and correct inappropriate shifts in pronoun number and person.</p> <p><input type="checkbox"/> I CAN recognize and correct vague pronouns and pronoun antecedents.</p> <p>L.6.2 <input type="checkbox"/> I CAN use commas, parenthesis, and dashes to set off specific elements in my writing.</p> <p>L.6.3 a <input type="checkbox"/> I CAN write using varied sentence patterns (e.g., simple, compound, complex, compound complex) to help me clarify my meaning to promote better interest from my readers/ listeners and to show my own writing style.</p>	<p>SL.6.1 a <input type="checkbox"/> I CAN express ideas clearly using evidence from the topic or text.</p> <p><input type="checkbox"/> I CAN prepare for group discussion by reading and studying the required material.</p> <p>SL.6.2 <input type="checkbox"/> I CAN explain how information presented visually contributes to a topic, text, or issue under study.</p> <p><input type="checkbox"/> I CAN explain how information presented quantitatively contributes to a topic, text, or issue under study.</p> <p><input type="checkbox"/> I CAN explain how information presented orally contributes to a topic, text, or issue under study.</p> <p>SL.6.3 <input type="checkbox"/> I CAN find a speaker’s argument.</p> <p><input type="checkbox"/> I CAN define reasons.</p> <p><input type="checkbox"/> I CAN tell the difference between claims that support their argument over claims that do not support their argument.</p> <p><input type="checkbox"/> I CAN distinguish between supported and unsupported claims.</p> <p><input type="checkbox"/> I CAN delineate a speaker’s argument and claims.</p> <p>SL.6.4 <input type="checkbox"/> I CAN present claims and findings.</p> <p><input type="checkbox"/> I CAN sequence ideas logically.</p>

Vocabulary			
RL Analysis Point of view Tone	W Bibliography Coherent Credibility Credible Data Descriptive Details Digital Resources Discipline-Specific Tasks Plagiarism Print Resources Transitions	L Style Tone	SL Multiple Perspectives Paraphrasing Reflection
RI Anecdote Cite Explicit Analysis Textual Evidence			
Recommended Texts*		Resources*	

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Sixth Grade • Third Quarter
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Grade 6English Language ArtsThird Quarter				
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<p>RL.6.1 <input type="checkbox"/> I CAN cite from a text to support analysis.</p> <p>RL.6.3 <input type="checkbox"/> I CAN explain how a character responds and changes over the course of a story.</p> <p>RL.6.4 <input type="checkbox"/> I CAN analyze the impact of specific word choice on meaning and tone.</p> <p>RL.6.6 <input type="checkbox"/> I CAN define point of view.</p> <p><input type="checkbox"/> I CAN determine the point of view of the narrator of a text.</p> <p><input type="checkbox"/> I CAN explain how the author uses the narrator to develop the point of view of a text.</p> <p><input type="checkbox"/> I CAN recognize specific strategies the author uses to develop point of view (e.g., character actions and thoughts, dialogue, reactions and thoughts of other characters).</p> <p><input type="checkbox"/> I CAN identify details or examples in a text where the author develops the point of view of the narrator or the speaker.</p> <p><input type="checkbox"/> I CAN analyze how the author develops the point of view of a text.</p> <p>RL.6.9 <input type="checkbox"/> I CAN identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p>	<p>RI.6.1 <input type="checkbox"/> I CAN define cite.</p> <p><input type="checkbox"/> I CAN locate and cite textual evidence that supports the explicit analysis of informational text.</p> <p>RI.6.3 <input type="checkbox"/> I CAN define anecdote.</p> <p><input type="checkbox"/> I CAN analyze, through examples and/or anecdotes, how key individuals are introduced/illustrated, and elaborated in an informational text.</p> <p>RI.6.6 <input type="checkbox"/> I CAN determine the author’s point of view in informational text.</p> <p><input type="checkbox"/> I CAN articulate the author’s purpose in informational text.</p> <p><input type="checkbox"/> I CAN explain how the author’s point of view in a text is conveyed in an informational text.</p>	<p>W.6.7 <input type="checkbox"/> I CAN conduct a short research project.</p> <p><input type="checkbox"/> I CAN organize information from several sources to answer a question.</p> <p>W.6.8 <input type="checkbox"/> I CAN gather information from multiple print and digital sources.</p> <p><input type="checkbox"/> I CAN define credible.</p> <p><input type="checkbox"/> I CAN determine the credibility of a source.</p> <p><input type="checkbox"/> I CAN paraphrase the data and conclusions of others.</p> <p><input type="checkbox"/> I CAN define plagiarism.</p> <p><input type="checkbox"/> I CAN avoid plagiarism.</p> <p><input type="checkbox"/> I CAN define bibliography.</p> <p><input type="checkbox"/> I CAN provide basic bibliographic information for sources.</p>	<p>L.6.3 b <input type="checkbox"/> I CAN maintain a consistent style and tone when writing.</p> <p><input type="checkbox"/> I CAN maintain a consistent style and tone when speaking.</p> <p>L.6.5 b <input type="checkbox"/> I CAN use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole).</p> <p>L.6.5 c <input type="checkbox"/> I CAN understand the slight differences between words with very similar definitions.</p>	<p>SL.6.1 c <input type="checkbox"/> I CAN respond to questions posed by group members with details using evidence from the topic or text.</p> <p>SL.6.1 d <input type="checkbox"/> I CAN respond to multiple perspectives through reflection and paraphrasing.</p>

Vocabulary		
RL Connotative Meaning Figurative Meaning Inference RI Coherent Figurative Language Inference Integrate Technical Writing Text Structure Text, Media, Formats	W Discipline Specific Tasks Elaboration Explanatory Topic Formal Style Informal Topic Organizational Strategies	L Expression Hyperboles Idioms Metaphors Onomatopoeia Oxymoron Personification Puns Similes SL Multimedia
Recommended Texts*		Resources*

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Sixth Grade • Fourth Quarter
Pacing Guide



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Grade 6English Language ArtsFourth Quarter				
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<p>RL.6.1 ☐ I CAN make an inference.</p> <p>RL.6.4 ☐ I CAN analyze the impact of a specific word choice meaning.</p> <p>☐ I CAN distinguish between figurative and connotative meaning.</p> <p>RL.6.9 ☐ I CAN identify the characteristics of different genres (stories, poems, historical novels, fantasy stories).</p> <p>RL.6.10 ☐ I CAN read literature, including stories, dramas, and poetry in the grade 6-8 text complexity.</p> <p>☐ I CAN comprehend literature, including stories, dramas, and poetry in the grade 6-8 text complexity.</p>	<p>RI.6.1 ☐ I CAN define inference.</p> <p>☐ I CAN make inferences from informational text.</p> <p>☐ I CAN locate and cite textual evidence to support inferences drawn from an informational text.</p> <p>RI.6.4 ☐ I CAN identify examples of figurative language within an informational text.</p> <p>☐ I CAN determine the figurative meaning of words and phrases in an informational text.</p> <p>☐ I CAN determine the connotative meaning of words and phrases in an informational text.</p> <p>☐ I CAN define technical writing (concise, objective writing about a specific topic).</p> <p>☐ I CAN determine the technical meaning of words and phrases in an informational text.</p> <p>RI.6.5 ☐ I CAN determine text structure of an informational text.</p> <p>☐ I CAN analyze how a particular sentence, paragraph, chapter, or section of a text fits into the overall structure of an informational text.</p> <p>☐ I CAN analyze how a particular sentence, paragraph, chapter, or section of a text contributes to the overall development of the ideas within an informational text.</p> <p>RI.6.7 ☐ I CAN define integrate.</p> <p>☐ I CAN explain a topic or issue using pictures, charts, graphs, etc.</p> <p>☐ I CAN integrate information taken from various media, formats, or texts.</p> <p>☐ I CAN demonstrate coherent understanding of the topic or issue using information from various media/formats.</p> <p>RI.6.10 ☐ I CAN comprehend literary nonfiction within the 6-8 grade text complexity bands.</p>	<p>W.6.2 a ☐ I CAN write an effective introduction to an informational/ explanatory topic. ☐ I CAN organize ideas, concepts, and information to prepare for writing an informational/ explanatory text. ☐ I CAN organize information using multiple strategies (e.g., definition, classification, compare/ contrast, cause and effect). ☐ I CAN write using formatting, graphics, and multimedia to support the topic.</p> <p>W.6.2 b ☐ I CAN support the topic with relevant facts, details, quotes, and examples.</p> <p>W.6.2 c ☐ I CAN select and use various transitions that clarify the relationships among ideas and concepts.</p> <p>W.6.2 d ☐ I CAN explain a topic using descriptive details and adequate elaboration.</p> <p>W.6.2 e ☐ I CAN write in a formal style.</p> <p>W.6.2 f ☐ I CAN provide a concluding statement based on information/ explanation presented.</p> <p>W.6.4 ☐ I CAN analyze the reason for writing a piece to decide on task, purpose, and audience. ☐ I CAN determine appropriate organizational strategies for a specific type of writing. ☐ I CAN produce writing that is clear a coherent with idea, development, organization, and style.</p> <p>W.6.5 ☐ I CAN develop and strengthen my writing by: planning, revising, editing, rewriting, trying a new approach with guidance and support from peers and adults.</p> <p>W.6.6 ☐ I CAN type a minimum of three pages in a single setting.</p> <p>W.6.7 ☐ I CAN conduct a short research project. ☐ I CAN organize information from several sources to answer a question.</p> <p>W.6.10 ☐ I CAN write for a range of discipline-specific tasks, purposes, and audiences in both extended and shorter time frames.</p>	<p>L.6.1 e ☐ I CAN locate and correct mistakes in my own and others writing and speaking.</p> <p>☐ I CAN speak and write with improved expression.</p> <p>L.6.2 b ☐ I CAN recall and apply spelling rules to correctly spell 6th grade words.</p> <p>☐ I CAN identify and correct misspelled words.</p> <p>L.6.5 a ☐ I CAN discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, and oxymorons).</p> <p>L.6.6 ☐ I CAN gain knowledge of vocabulary when discovering new words to help me understand and express meaning.</p>	<p>SL.6.4 ☐ I CAN provide necessary descriptions, details and facts to highlight main ideas or themes within a presentation.</p> <p>SL.6.5 ☐ I CAN use multimedia components in presentations to clarify information.</p> <p>☐ I CAN determine what visual displays will best clarify information in presentations.</p> <p>☐ I CAN use visual displays in a presentation to clarify information.</p> <p>SL.6.6 ☐ I CAN use standard English grammar when speaking.</p>