

Jasper City Schools
Pacing Guide 9.20.2018

• **Sixth Grade English Language Arts**

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Unit 1: Plot, Conflict, Setting</u> “The School Play”, “Lob’s Girl”, “All Summer In a Day”, “Woodson,” and “A Life in the Day of Gary Paulsen.”</p> <p>RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL3: 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. RL5: Analyze how a particular sentence, paragraph, chapter or section fits into the structure of a text and contributes to the development of the plot. RL6: Explain how an author develops the point of view of the narrator or speaker in a text RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>W2: Write informative/explanatory texts to convey ideas. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. [W.6.2a]</p>	<p><i>The Cay</i></p> <p><u>Unit 4: Sensory Language, Imagery, and Style</u> from “Tuck Everlasting”, “Tuesday of the Other June” and “The Jacket.”</p> <p><u>Unit 5: Poetry</u> Poems by Edgar Allen Poe</p> <p><u>Figurative Language</u></p> <p>RL3: 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. RL4: 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. RL7: 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. RL8: Differentiate among odes, ballads, epic poetry, and science fiction. (Alabama)</p>	<p><i>The Devil’s Arithmetic</i></p> <p><u>(Fiction/Nonfiction)</u> Nonfiction text related to the Holocaust</p> <p><u>Unit 7: Biography and Autobiography</u> “Matthew Henson at the Top of the World” and from “Over the Top of the World”</p> <p>RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL3: 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. RL5: 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. RL7: 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. RL9: Compare and contrast texts in</p>	<p><i>Hidden Figures</i></p> <p><u>Unit 3: Understanding Theme</u> “The Dog of Pompeii,” “In Search of Pompeii,” “Italians Trying to Prevent a Modern Pompeii,” and “SuperCroc.”</p> <p><u>Unit 8: Information, Argument, and Persuasion</u> “Should Wild Animals Be Kept as Pets?”</p> <p>RL2: Determine a theme or central idea of a text and how it is conveyed through particular details. RL5: Analyze how a particular sentence fits into the structure of a text and contributes to the development of the theme, setting, or plot. RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI2: 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. RI7: Integrate information presented in different media or formats as well as in words to</p>

<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.6.2b]</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts. [W.6.2c]</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.6.2d]</p> <p>e. Establish and maintain a formal style. [W.6.2e]</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]</p> <p>SL 1: Engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues building on others' ideas and expressing their own clearly.</p> <p>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. [SL.6.1a]</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]</p> <p>SL2: 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</p>	<p>RL9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>W3 d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. [W.6.3d]</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: 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</p> <p>W6: 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.</p> <p>W10: Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of</p>	<p>different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RI3: 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> <p>W2: Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically. [W.6.3a]</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. [W.6.3b]</p> <p>c. Use a variety of transition words, phrases, and clauses to convey</p>	<p>develop a coherent understanding of a topic or issue.</p> <p>RI8: 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.</p> <p>RI10: 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>W1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly. [W.6.1a]</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. [W.6.1b]</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. [W.6.1c]</p> <p>d. Establish and maintain a formal style. [W.6.1d]</p> <p>e. Provide a concluding statement or section that follows from the argument presented. [W.6.1e]</p>
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<p><u>Ch. 1 Sentences/Fragments</u> <u>Subjects/Predicates</u> <u>Kinds of Sentences</u></p> <p>L1: Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking. L2: Demonstrate command of the conventions of punctuation. L2b: Spell correctly. L4: 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. L4b: Use common affixes as clues to the meaning of a word. L6: 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> <p><u>Chapter 3 Parts of Speech (verbs, prepositions, conjunctions)</u></p> <p>L2: Demonstrate command of the conventions of punctuation. L2b: Spell correctly. L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L3a: Vary sentence patterns for meaning, reader or listener interest, and style. L3b: Maintain consistency in style and tone. L4a: Use context as a clue to the meaning of a word or phrase. L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g.,</p>	<p>discipline-specific tasks, purposes, and audiences.</p> <p>SL1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.] SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><u>Chapter 2 Parts of Speech (nouns, pronouns, adjectives)</u> L1b: Use intensive pronouns. L1c: Recognize and correct inappropriate shifts in pronoun number and person. L1d: Recognize and correct vague pronouns.</p> <p><u>Cont. Ch. 3 Parts of Speech (adverbs, interjections)</u></p> <p>L2: Demonstrate command of the conventions of punctuation. L2b: Spell correctly. L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L3a: Vary sentence patterns for meaning, reader or listener interest, and style. L3b: Maintain consistency in style and tone. L4a: Use context as a clue to the meaning of a word or phrase.</p>	<p>sequence and signal shifts from one time frame or setting to another. [W.6.3c]</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Ch.5 (Subject Complements/Direct and Indirect Objects) and Ch.6 (Subject Verb Agreement)</u></p> <p>L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L1a: Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. L4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L6: 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>	<p>W7: Conduct short research projects to answer a question, drawing on several sources. W8: 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. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]</p> <p>a. Apply <i>Grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). [W.6.9a]</p> <p>b. Apply <i>Grade 6 Reading standards</i> to literary nonfiction (e.g., "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"). [W.6.9b]</p> <p>SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are</p>
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<p>by checking the inferred meaning in context or in a dictionary).</p> <p>L5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)</p>	<p>L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>)</p>		<p>not.</p> <p>SL4: 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 clear pronunciation.</p> <p>SL5: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Ch.7 (Using Verbs Correctly), Ch. 8 (Using Pronouns Correctly), Ch. 9 (Using Modifiers Correctly), and Ch. 12 (Punctuation)</u></p> <p>L1b: Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>L1e: Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.</p> <p>L4c: Consult reference materials (e.g., dictionaries,</p>
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			<p>glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L5a: Interpret figures of speech (e.g., personification) in context.)</p> <p>L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
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Power Standards*

*The standards that are essential for student grade-level success. They represent those standards teachers will spend the most time emphasizing.

Reading Standards for Literature:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]
2. Determine a theme or 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.6.2]
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RL.6.10]

Reading Standards for Informational Text:

11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]
16. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. [RI.6.6]
17. 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. [RI.6.7]

18. 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]

19. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). [RI.6.9]

Writing Standards:

21. Write arguments to support claims with clear reasons and relevant evidence. [W.6.1]

24. 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 21-23 above.) [W.6.4]

25. 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 the first three Language standards in Grades K-6.) [W.6.5]

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]

30. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.6.10]

Speaking and Listening Standards:

31. 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. [SL.6.1]

32. 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. [SL.6.2]

36. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations.) [SL.6.6]

Language Standards:

37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]

40. 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.6.4]

42. 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. [L.6.6]