



6th Grade Pacing Guide 2020-2021

- For all 4.0 and 2.0 targets, see rubric

Trimester One	Trimester Two	Trimester Three
<p>LIT & IT Key Ideas & Details:</p> <ul style="list-style-type: none"> ❑ 6KID1a: Can determine the theme or central idea in a text, using strong text evidence ❑ 6KID1b: Analyze how the theme/central idea (student-determined) is conveyed through specific details <p>Understanding Author’s Craft & Structure:</p> <ul style="list-style-type: none"> ❑ 6ACS4: Can determine the mood or tone in a text, analyze figurative language, and analyze the impact of specific words on mood, tone, message, or meaning ❑ 6ACS5: 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, plot or ideas <p>Literacy Skills:</p> <ul style="list-style-type: none"> ❑ 6LS1: Inside literary and informational texts, the student utilizes strong independent reading habits: annotates with a purpose, plans various writing strategies, uses self-monitoring strategies for comprehension, progresses toward independent reading goals <p>Narrative Writing:</p>	<p>LIT & IT Key Ideas & Details:</p> <ul style="list-style-type: none"> ❑ 6KID1a: Can determine the theme or central idea in a text, using strong text evidence ❑ 6KID1b: Analyze how the theme/central idea (student-determined) is conveyed through specific details <p>Understanding Author’s Craft & Structure:</p> <ul style="list-style-type: none"> ❑ 6ACS4: Can determine the mood or tone in a text, analyze figurative language, and analyze the impact of specific words on mood, tone, message, or meaning ❑ 6ACS5: 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, plot or ideas ❑ 6ACS6: Can determine an author’s/character’s perspective, point of view or purpose in a text and analyze how the author used specific strategies to develop it <p>Integration of Knowledge & Ideas:</p> <ul style="list-style-type: none"> ❑ 6IKI9: Compare and contrast one author’s presentation of events with that of another (e.g. texts in different forms or genres like a memoir and biography, story or poem, article or audio/video) in terms of their approaches 	<p>LIT & IT Key Ideas & Details:</p> <ul style="list-style-type: none"> ❑ 6KID1b: Analyze how the theme/central idea (student-determined) is conveyed through specific details <p>Understanding Author’s Craft & Structure:</p> <ul style="list-style-type: none"> ❑ 6ACS5: 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, plot or ideas ❑ 6ACS6: Can determine an author’s/character’s perspective, point of view or purpose in a text and analyze how the author used specific strategies to develop it <p>Integration of Knowledge & Ideas:</p> <ul style="list-style-type: none"> ❑ 6IKI9: Compare and contrast one author’s presentation of events with that of another (e.g. texts in different forms or genres like a memoir and biography, story or poem, article or audio/video) in terms of their approaches to similar themes or topics <p>Literacy Skills:</p> <ul style="list-style-type: none"> ❑ 6LS1: Inside literary and informational texts, the student utilizes strong independent reading habits: annotates with a purpose,

- ❑ 6NW2: Use narrative techniques, such as dialogue, precise words and phrases, relevant descriptive details, and sensory language, to develop believable experiences, events, and/or characters

Analytic Writing:

- ❑ 6AW1: Introduce a topic or claim
- ❑ 6AW2: Organize ideas/reasons and evidence clearly using appropriate transitions to clarify relationships among ideas/claims and 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
- ❑ 6AW5: Provide a concluding statement or section that follows from and supports the explanation/argument presented

Language Target:

- ❑ 6L1L: Demonstrates command of the conventions of standard English grammar usage when writing or speaking

to similar themes or topics

Literacy Skills:

- ❑ 6LS1: Inside literary and informational texts, the student utilizes strong independent reading habits: annotates with a purpose, plans various writing strategies, uses self-monitoring strategies for comprehension, progresses toward independent reading goals

Narrative Writing:

- ❑ 6NW1: Can write narratives with an engaging beginning, middle and end that unfold naturally and logically with an organized sequence of events to develop events using a variety of transitional strategies to signal shifts in time or setting
- ❑ 6NW2: Use narrative techniques, such as dialogue, precise words and phrases, relevant descriptive details, and sensory language, to develop believable experiences, events, and/or characters

Analytic Writing:

- ❑ 6AW1: Introduce a topic or claim
- ❑ 6AW2: Organize ideas/reasons and evidence clearly using appropriate transitions to clarify relationships among ideas/claims and 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
- ❑ 6AW3: Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations or other information and

plans various writing strategies, uses self-monitoring strategies for comprehension, progresses toward independent reading goals

Narrative Writing:

- ❑ 6NW1: Can write narratives with an engaging beginning, middle and end that unfold naturally and logically with an organized sequence of events to develop events using a variety of transitional strategies to signal shifts in time or setting

Analytic Writing:

- ❑ 6AW2: Organize ideas/reasons and evidence clearly using appropriate transitions to clarify relationships among ideas/claims and 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
- ❑ 6AW3: Develop and support the topic/claim with relevant facts, clear reasons, and relevant evidence using concrete details, quotations or other information and examples from credible sources as appropriate to demonstrate an understanding of the topic or text
- ❑ 6AW4: *Author's Craft*: Use precise language and domain-specific vocabulary to develop an appropriate voice/tone and establish and maintain an appropriate style

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- ❑ 6AW5: Provide a concluding statement or section that follows from and supports the explanation/argument presented

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- ❑ 6L1L: Demonstrates command of the conventions of standard English grammar usage when writing or speaking