

**Decatur City Schools  
Pacing Guide 2019-2020  
English Language Arts 6th grade**

**First Nine Weeks**

**Objectives of Learning:**

- Read and demonstrate comprehension of a variety of fiction and narrative selections.
- Develop personal written expression through use of writing process.
- Build grade-appropriate vocabulary using strategies including context clues and study of word parts.

Unit/ Theme	Standards	Resources	Advanced Path
<b>Reading Literature</b>			
Fictional Text	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]</p> <p>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]</p> <p>3. 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. [RL.6.3]</p> <p>4. 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. [RL.6.4]</p> <p>5. 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. [RL.6.5]</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]</p> <p>7. 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. [RL.6.7]</p>	<p><b>Major Work(s):</b> <i>The True Confessions of Charlotte Doyle</i> by Avi or <i>Hatchet</i> by Gary Paulsen (Regular), <i>The Wednesday Wars</i> by Gary Schmidt (Advanced)</p> <p><b>Other texts:</b> Stories from A+ modules, teacher's choice short stories</p> <p><b>Suggested Supplemental Resources:</b>            **Daily Grammar Practice            **Daily Reading Practice            **Journal Prompts/Writing Practice            **A+ Modules            **Various articles and texts from Common Lit and Readworks as needed            **<i>Understanding Texts &amp; Readers</i> by Jennifer Serravallo</p>	<p><b>Regular Language Arts</b>            -2 short texts            -1 extended text (novel)            -1-2 paired texts with writing prompts</p> <p><b>Advanced Language Arts (*including, but not limited to)</b>            -3 short texts            -1 extended text (novel)            -2+ paired texts with writing prompts</p> <p>-Greater focus on independent reading and higher-level thinking/comprehension            -Integration of difficult texts for student understanding            -Strategies to promote critical analysis, such as: Think FAST, 3-2-1, etc.</p>

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	<p>9. 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. [RL.6.9]</p> <p>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]</p>		
<b>Writing</b>			
	<p>23. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. [W.6.3]</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 sequence and signal shifts from one time frame or setting to another. [W.6.3c]</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. [W.6.3d]</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. [W.6.3e]</p> <p>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]</p> <p>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]</p> <p>26. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;</p>		<p>**Emphasis on assessing grammar in writing in addition to explicit grammar instruction</p> <p>**Students will view and critique writing samples while giving feedback collaboratively and independently. Teachers will give students a rubric and ensure that they understand their role as a Critic. (Rubrics available in Marzano <i>Elements of Writing</i> book.)</p> <p><b>Regular Language Arts</b>          -Write a short memoir of a personal experience, including dialogue and transitional words.</p> <p><b>Advanced Language Arts</b>          -Write a short memoir of a real or imagined experience, focusing on dialogue, sensory language, and character development.</p>

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<p>demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. [W.6.6]</p> <p>29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]  a. Apply Grade 6 Reading standards 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]  b. Apply Grade 6 Reading standards 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>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]</p>		
<b>Language</b>		
<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]  c. Use intensive pronouns (e.g., myself, ourselves). [L.6.1b]  d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]  e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]  f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]</p> <p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]  b. Spell correctly. [L.6.2b]</p> <p>39. Use knowledge of language and its conventions when writing,</p>		<p>DGP will be used in both Regular and Advanced classes.</p>

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<p>speaking, reading, or listening. [L.6.3]</p> <p>a. Vary sentence patterns for meaning, reader or listener interest, and style.* [L.6.3a]</p> <p>b. Maintain consistency in style and tone.* [L.6.3b]</p> <p>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]</p> <p>a. 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. [L.6.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). [L.6.4b]</p> <p>c. Consult reference materials (e.g., dictionaries, 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. [L.6.4c]</p> <p>d. 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). [L.6.4d]</p> <p>41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]</p> <p>a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). [L.6.5c]</p> <p>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]</p>		
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**Speaking and Listening**

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]

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]

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

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

34. 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. [SL.6.4]

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]

\*\*Greater depth and number of discussions  
\*\*Students respond in multiple modes, such as Socratic Circles, debate, and Literature Circles.

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**Second Nine Weeks**

**Objectives of Learning:**

- Read and demonstrate comprehension of a variety of nonfiction and informational selections.
- Develop informational and expository written expression through use of writing process.
- Build grade-appropriate vocabulary using strategies including context clues and study of word parts.

Unit/ Theme	Standards	Resources	Advanced Path
<b>Reading Informational Text</b>			
Non-Fiction Text	<p>11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]</p> <p>12. 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. [RI.6.2]</p> <p>13. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). [RI.6.3]</p> <p>14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]</p> <p>15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. [RI.6.5]</p> <p>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]</p> <p>17. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in</p>	<p><b>Major Work(s):</b> Student selected non-fiction text</p> <p><b>Other texts:</b> Teacher selected articles and articles from A+ modules</p> <p><b>Supplemental Resources:</b>            **Daily Grammar Practice            **Daily Reading Practice            **A+ Modules            **Various articles and texts from Common Lit, NewsELA and Readworks, Get Epic *as needed            **Understanding Texts &amp; Readers by Jennifer Serravallo            **<b>Biography Project</b>--students choose a Biography in ZPD range (or teacher choice) and create a Google Slides presentation on the person.</p> <p>• <b>Website/Ideas for Biography Project:</b></p> <ul style="list-style-type: none"> <li>○ Google Slides</li> <li>○ Animoto</li> <li>○ Book Trailer Video</li> <li>○ Flipgrid</li> <li>○ Adobe Spark</li> </ul> <p>• <b>Questions to ask before and after reading a biography:</b></p>	<p><b>Regular Language Arts</b>            -2 short texts            -1 extended text (biography)            -1-2 paired texts with writing prompts</p> <p><b>Advanced Language Arts (*including, but not limited to)</b>            -3 short texts            -1 extended text (biography)            -2+ paired texts with writing prompts</p> <p>-Greater focus on independent reading and higher-level thinking/comprehension            -Integration of difficult texts for student understanding            -Strategies to promote critical analysis, such as: Think FAST, 3-2-1, etc.</p>

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	<p>words to develop a coherent understanding of a topic or issue. [RI.6.7]</p> <p>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]</p> <p>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]</p> <p>20. 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. [RI.6.10]</p>	<p><a href="http://teacher.depaul.edu/Documents/BiographyQuestions.pdf">http://teacher.depaul.edu/Documents/BiographyQuestions.pdf</a></p> <p>**Questions to guide non-fiction reading:  <a href="http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf">http://teacher.depaul.edu/Documents/NonfictionPassageQuestions.pdf</a></p>	
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**Writing**

	<p>22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]</p> <p>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>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>**Emphasis on assessing grammar in writing in addition to explicit grammar instruction</p> <p>**Students will view and critique writing samples while giving feedback collaboratively and independently. Teachers will give students a rubric and ensure that they understand their role as a Critic. (Rubrics available in Marzano <i>Elements of Writing</i> book.)</p> <p><b>Regular Language Arts</b>          -Write a short research essay based on a list of teacher selected topics.</p> <p><b>Advanced Language Arts</b>          -Write a research essay based on a student selected topic of interest.</p>
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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]

26. 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. [W.6.6]

27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]

28. 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. [W.6.8]

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]  
a. Apply Grade 6 Reading standards 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]  
b. Apply Grade 6 Reading standards 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

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	<p>that are not"). [W.6.9b]</p> <p>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]</p>		
<b>Language</b>			
	<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]</p> <p>a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.</p> <p>b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]</p> <p>c. Use intensive pronouns (e.g., myself, ourselves). [L.6.1b]</p> <p>d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</p> <p>e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]</p> <p>f. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]</p> <p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]</p> <p>b. Spell correctly. [L.6.2b]</p> <p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]</p> <p>a. Vary sentence patterns for meaning, reader or</p>		<p>DGP will be used in both regular and advanced classes.</p>

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	<p>listener interest, and style.* [L.6.3a] b. Maintain consistency in style and tone.* [L.6.3b]</p> <p>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] a. 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. [L.6.4a] b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). [L.6.4b] c. Consult reference materials (e.g., dictionaries, 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. [L.6.4c] d. 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). [L.6.4d]</p> <p>41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5] a. Interpret figures of speech (e.g., personification) in context. [L.6.5a] b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b] c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). [L.6.5c]</p> <p>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]</p>		
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**Speaking and Listening**

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]

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]

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. [SL.6.1b]

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]

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]

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

34. 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. [SL.6.4]

35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in

\*\*Greater depth and number of discussions  
\*\*Students respond in multiple modes, such as Socratic Circles, debate, and Literature Circles.

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	<p>presentations to clarify information. [SL.6.5]</p> <p>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]</p>		
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**Decatur City Schools  
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Third Nine Weeks**

**Objectives of Learning:**

- Read and demonstrate comprehension of poetry.
- Participate in daily classroom discussions.
- Develop persuasive written expression through use of writing process, including writing for oral presentation.
- Build grade-appropriate vocabulary using strategies including context clues and study of word parts.

Unit/ Theme	Standards	Resources	Advanced Path
<b>Reading Literature</b>			
Poetry	<p>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]</p> <p>4. 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. [RL.6.4]</p> <p>5. 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. [RL.6.5]</p> <p>8. Differentiate among odes, ballads, epic poetry, and science fiction.</p> <p>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]</p>	<p><b>Major Work(s):</b></p> <ul style="list-style-type: none"> <li>• A+ Module 1-<i>Love That Dog</i>--poetry</li> </ul> <p><b>Other texts:</b> Teacher selected articles, articles from A+ modules and a variety of diverse poetry to supplement <i>Love That Dog</i></p> <ul style="list-style-type: none"> <li>• A+ Module 1- Annotating “Hound on a Church Porch”</li> <li>• “The Face Behind” by Nipuh Arora</li> <li>• “Harlem” by Langston Hughes</li> <li>• “I, Too” by Langston Hughes</li> <li>• “Let America Be America Again” by Langston Hughes</li> <li>• “Invictus” by William Ernest Henley</li> <li>• “Caged Bird” by Maya Angelo</li> <li>• “Frederick Douglas” by Robert Hayden</li> <li>• “A Poem is a Little Path” by Charles Ghigna</li> <li>• “The Road Not Taken” by Robert Frost</li> <li>• Diamante or Bio Poems</li> <li>• Blackout Poetry</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>**Daily Grammar Practice</li> <li>**Daily Reading Practice</li> <li>**A+ Modules</li> <li>**Various articles and texts from Common Lit and Readworks *as needed</li> <li>**<i>Understanding Texts &amp; Readers</i> by Jennifer Serravallo</li> </ul>	<p><b>Regular Language Arts</b></p> <ul style="list-style-type: none"> <li>-Read various types and forms of poetry</li> <li>-1-2 paired texts with writing prompts</li> </ul> <p><b>Advanced Language Arts (*including, but not limited to)</b></p> <ul style="list-style-type: none"> <li>-Read various types and forms poetry</li> <li>-2+ paired texts with writing prompts</li> <li>-Greater focus on independent reading and higher-level thinking/comprehension</li> <li>-Integration of difficult texts for student understanding</li> <li>-Strategies to promote critical analysis, such as: Think FAST, 3-2-1, etc.</li> </ul>

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**Writing**

22. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [W.6.2]
- 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]
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. [W.6.2b]
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts. [W.6.2c]
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.6.2d]
  - e. Establish and maintain a formal style. [W.6.2e]
  - f. Provide a concluding statement or section that follows from the information or explanation presented. [W.6.2f]
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]
26. 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. [W.6.6]

\*\*Students will view and critique writing samples while giving feedback collaboratively and independently. Teachers will give students a rubric and ensure that they understand their role as a Critic. (Rubrics available in Marzano *Elements of Writing* book.)

**Poetry Project**  
**Regular Language Arts**  
-Create a poetry collection with different types of poems.

**Advanced Language Arts**  
**(\*including, but not limited to)**  
-Create a poetry collection with different types of poems, including 1 or more original poems.

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	<p>29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]  a. Apply Grade 6 Reading standards 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]  b. Apply Grade 6 Reading standards 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>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]</p>		
<b>Language</b>			
	<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]  c. Use intensive pronouns (e.g., myself, ourselves). [L.6.1b]  d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]  e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]  f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.* [L.6.1e]</p> <p>38. Demonstrate command of the conventions of</p>		<p>DGP will be used in both regular and advanced classes.</p>

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<p>Standard English capitalization, punctuation, and spelling when writing. [L.6.2]</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]</p> <p>b. Spell correctly. [L.6.2b]</p> <p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]</p> <p>a. Vary sentence patterns for meaning, reader or listener interest, and style.* [L.6.3a]</p> <p>b. Maintain consistency in style and tone.* [L.6.3b]</p> <p>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]</p> <p>a. 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. [L.6.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). [L.6.4b]</p> <p>c. Consult reference materials (e.g., dictionaries, 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. [L.6.4c]</p> <p>d. 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). [L.6.4d]</p> <p>41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]</p> <p>a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy,</p>		
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	<p>scrimping, economical, un wasteful, thrifty). [L.6.5c]</p> <p>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]</p>		
<b>Speaking and Listening</b>			
	<p>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]</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>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]</p> <p>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]</p> <p>33. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3]</p> <p>34. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and</p>		<p>**Greater depth and number of discussions</p> <p>**Students respond in multiple modes, such as Socratic Circles, debate, and Literature Circles.</p>

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	<p>details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. [SL.6.4]</p> <p>35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.6.5]</p> <p>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]</p>		
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**Fourth Nine Weeks**

**Objectives of Learning:**

- Read and demonstrate comprehension of drama and/or a novel.
- Develop persuasive written expression through use of writing process, including writing for oral presentation.
- Build grade-appropriate vocabulary using strategies including context clues and study of word parts.
- Practice speaking and listening strategies.

Unit/ Theme	Standards	Resources	Advanced Path
<b>Reading Literature</b>			
Reader's Theatre	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.6.1]</p> <p>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]</p> <p>3. 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. [RL.6.3]</p> <p>4. 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. [RL.6.4]</p> <p>5. 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. [RL.6.5]</p> <p>6. Explain how an author develops the point of view of the narrator or speaker in a text. [RL.6.6]</p> <p>7. Compare and contrast the experience of reading a</p>	<p><b>Major Work(s):</b> Student selected text</p> <p><b>Other suggested texts:</b></p> <ul style="list-style-type: none"> <li>• aaronshp.com/rt/rte.html <ul style="list-style-type: none"> <li>○ Help! Hilary! Help! (tall tale)</li> <li>○ Three Sideways Stories from <i>Wayside School</i> (fiction)</li> <li>○ Princess and the God: A Tale of Ancient India</li> <li>○ Several more available on the website</li> </ul> </li> </ul> <p><b>Supplemental Resources:</b></p> <p>**Daily Grammar Practice</p> <p>**Daily Reading Practice</p> <p>**A+ Modules</p> <p>**Various articles and texts from Common Lit and Readworks *as needed</p> <p>**Drama Novel Project--students choose a novel in their ZPD range (or teacher selected) novel in their ZPD range and create a Google Slide or other presentation to share with the class.</p> <p>**<i>Understanding Texts &amp; Readers</i> by Jennifer Serravallo</p>	<p><b>Regular Language Arts</b></p> <p>-2 short texts</p> <p>-1 extended text (novel) with project</p> <p>-1-2 paired texts with writing prompts</p> <p><b>Advanced Language Arts</b> <b>(*including, but not limited to)</b></p> <p>-3 short texts</p> <p>-1 extended text (novel) with project</p> <p>-2+ paired texts with writing prompts</p> <p>-Greater focus on independent reading and higher-level thinking/comprehension</p> <p>-Integration of difficult texts for student understanding</p> <p>-Strategies to promote critical analysis, such as: Think FAST, 3-2-1, etc.</p>

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	<p>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. [RL.6.7]</p> <p>8. Differentiate among odes, ballads, epic poetry, and science fiction.</p> <p>9. 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. [RL.6.9]</p> <p>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]</p>		
<b>Reading Informational Text</b>			
	<p>11. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RI.6.1]</p> <p>12. 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. [RI.6.2]</p> <p>13. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). [RI.6.3]</p> <p>14. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. [RI.6.4]</p> <p>15. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a</p>		

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	<p>text and contributes to the development of the ideas. [RI.6.5]</p> <p>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]</p> <p>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]</p> <p>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]</p> <p>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]</p> <p>20. 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. [RI.6.10]</p>		
<b>Writing</b>			
	<p>26. 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. [W.6.6]</p> <p>27. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]</p> <p>28. 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</p>		<p><b>**Students will view and critique writing samples while giving feedback collaboratively and independently. Teachers will give students a rubric and ensure that they understand their role as a Critic. (Rubrics available in Marzano <i>Elements of Writing</i> book.)</b></p>

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	<p>bibliographic information for sources. [W.6.8]</p> <p>29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.6.9]</p> <p>a. Apply Grade 6 Reading standards 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 Grade 6 Reading standards 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>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]</p>		<p><b>Theatre Project</b>  <u><b>Regular Language Arts</b></u>          -Create a skit and perform for the class.</p> <p><u><b>Advanced Language Arts</b></u>  <u><b>(*including, but not limited to)</b></u>          -Create a play and perform for the class.</p>
<b>Language</b>			
	<p>37. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.6.1]</p> <p>a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.</p> <p>b. Ensure that pronouns are in the proper case (subjective, objective, possessive). [L.6.1a]</p> <p>c. Use intensive pronouns (e.g., myself, ourselves). [L.6.1b]</p> <p>d. Recognize and correct inappropriate shifts in pronoun number and person.* [L.6.1c]</p> <p>e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* [L.6.1d]</p> <p>f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional</p>		<p>DGP will be used in Regular and Advanced classes.</p>

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<p>language.* [L.6.1e]</p> <p>38. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.6.2]</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.* [L.6.2a]</p> <p>b. Spell correctly. [L.6.2b]</p> <p>39. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.6.3]</p> <p>a. Vary sentence patterns for meaning, reader or listener interest, and style.* [L.6.3a]</p> <p>b. Maintain consistency in style and tone.* [L.6.3b]</p> <p>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]</p> <p>a. 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. [L.6.4a]</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). [L.6.4b]</p> <p>c. Consult reference materials (e.g., dictionaries, 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. [L.6.4c]</p> <p>d. 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). [L.6.4d]</p> <p>41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.6.5]</p> <p>a. Interpret figures of speech (e.g., personification) in context. [L.6.5a]</p> <p>b. Use the relationship between particular words (e.g.,</p>		
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	<p>cause/effect, part/whole, item/category) to better understand each of the words. [L.6.5b]</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). [L.6.5c]</p> <p>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]</p>		
<b>Speaking and Listening</b>			
	<p>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]</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>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. [SL.6.1c]</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. [SL.6.1d]</p> <p>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]</p>		<p>**Greater depth and number of discussions</p> <p>**Students respond in multiple modes, such as Socratic Circles, debate, and Literature Circles.</p>

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	<p>33. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. [SL.6.3]</p> <p>34. 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. [SL.6.4]</p> <p>35. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. [SL.6.5]</p> <p>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]</p>		
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