

# Pojoaque Valley Schools

## English Language Arts CCSS Pacing Guide

### 6<sup>th</sup> Grade

*\*Skills adapted from  
Kentucky Department of Education  
Math Deconstructed Standards  
\*\* Evidence of attainment/assessment,  
Vocabulary, Knowledge, Skills and  
Essential Elements adapted from  
Wisconsin Department of Education and  
Standards Insights Computer-Based Program*

Version 3  
2015-2016

## Pojoaque Valley Schools ELA Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide State Standards (CCSS) over the course of an instructional school year. The **by quarter**. Teachers should understand that the **focus standards** emphasize a quarterly timeframe. However, because a certain quarter does not address specific standards previously taught standards should be reinforced while working on the focus standards for that quarter. Some standards will **recur** across all quarters due to their importance on an ongoing basis.

The CCSS are not intended to be a check-list of knowledge and skills but should be used as a guide for literacy instruction to meet end of year expectations.

The English Language Arts CCSS pacing guides contain the following elements:

- **College and Career Readiness (CCR) Anchor Standard**
- **Strand:** Identify the type of standard
- **Cluster:** Identify the sub-category of a set of standards.
- **Grade Level:** Identify the grade level of the intended standards
- **Standard:** Each grade-specific standard (as these standards are collected under the same-numbered CCR anchor standard. Put another way, each CCSS standard is accompanied by a grade-specific standard translating the broader CCR standard into end-of-year expectations.
- **Standards Code:** Contains the strand, grade, and number (or number) that RI.4.3, for example, stands for Reading, Informational Text, grade 4, cluster 3.
- **Skills and Knowledge:** Identified as subsets of the standard and apply to that standard. Define the skills and knowledge embedded in the standard to meet the standard's intent.

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts and Mathematics are based on the done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

*Standards Insight* was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

**Evidence of Student Attainment:** This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

**Standards Vocabulary:** This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

**Knowledge:** The knowledge field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions).

**Skills and Understanding:** The skills field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects

the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

**Instructional Achievement Level Descriptors:** This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally teachers can use this field to differentiate instruction to provide further growth for student's in moving from one level to another. This field can be used to provide specific teaching approaches to the standard in question.

**A Note About High School Standards:** The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

**References to Tables:** References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at [www.corestandards.org](http://www.corestandards.org).

| <u>Quarterly View of Standards</u><br><u>6<sup>th</sup> Grade English Language Arts Pacing Guide</u>   |   |   |   |   |
|--|---|---|---|---|
|  | 1 | 2 | 3 | 4 |
| <b>RL 6.1 (CCR) Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | X | X | X | X |
| <b>RL 6.2 (CCR) Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   |   |   | X |
| <b>RL 6.3 (CCR) Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | X |   |   | X |
| <b>RL 6.4 (CCR) Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.         |   | X | X |   |
| <b>RL 6.5 (CCR) Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.      | X |   |   | X |
| <b>RL 6.6 (CCR) Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.   | X |   |   |   |
| <b>RL 6.7 (CCR) Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  |   |   | X |   |
| <b>RL 6.9 (CCR) Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   | X |   |   |   |
| <b>RL 6.10 (CCR) Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.  | X | X | X | X |
| <b>RI 6.1 (CCR) Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |   | X |   |   |
| <b>RI 6.2 (CCR) Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |   | X |   |   |
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| Quarter   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| <b>RI 6.3 (CCR) Anchor Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   |   | X |   |   |
| <b>RI 6.4 (CCR) Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |   | X |   |   |
| <b>RI 6.5 (CCR) Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |   | X |   | X |
| <b>RI 6.6 (CCR) Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.  | X | X |   |   |
| <b>RI 6.7 College and Career Readiness (CCR) Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                | X | X |   |   |
| <b>RI 6.8 (CCR) Anchor Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                           |   | X |   |   |
| <b>RI 6.9 (CCR) Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  | X |   |   |   |
| <b>RI 6.10 (CCR) Anchor Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.   | X | X | X | X |
| <b>W 6.1 (CCR) Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | X | X |   | X |
| <b>W 6.2 (CCR) Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.          |   | X | X |   |
| <b>W 6.3 (CCR) Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | X |   |   | X |
| <b>W 6.4 (CCR) Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | X | X | X | X |

| <b>Quarter</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
|---|----------|----------|----------|----------|
| <b>W 6.5 (CCR) Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   | X        | X        | X        | X        |
| <b>W 6.6 (CCR) Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |          | X        | X        |          |
| <b>W 6.7 (CCR) Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |          | X        |          | X        |
| <b>W 6.8 (CCR) Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                         |          | X        |          |          |
| <b>W 6.9 (CCR) Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.   | X        | X        |          | X        |
| <b>W 6.10 (CCR) Anchor Standard 10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.       | X        | X        | X        | X        |
| <b>SL 6.1 (CCR) Anchor Standard 1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |          |          | X        |          |
| <b>SL 6.2 (CCR) Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   | X        | X        |          | X        |
| <b>SL 6.3 (CCR) Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |          | X        |          |          |
| <b>SL 6.4 (CCR) Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |          | X        |          |          |
| <b>SL 6.5 (CCR) Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |          |          | X        | X        |
| <b>SL 6.6 (CCR) Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |          | X        | X        | X        |
| <b>L 6.1 (CCR) Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | X        | X        | X        | X        |
| <b>L 6.2 (CCR) Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |          | X        | X        | X        |

|   |   |   |   |   |
|---|---|---|---|---|
| <b>L 6.3 (CCR) Anchor Standard 3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   | X | X | X | X |
| <b>L 6.4 (CCR) Anchor Standard 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   | X | X | X | X |
| <b>L 6.5 (CCR) Anchor Standard 5:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |   |   | X |   |
| <b>L 6.6 (CCR) Anchor Standard 6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | X |   |   |   |



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**College and Career Readiness (CCR) Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| <b>Strand: Reading Literature</b>  | <b>Cluster: Key Ideas and Details</b>   | <b>Grade: 6</b>   | <b>Standard 1 (RL.6.1)</b>  |   |
|--|---|---|---|---|
| <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> | <p><b>Quarter 1:</b></p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• explicit textual evidence</li> <li>• inferences made in text</li> </ul> <p>Analyze text to:</p> <ul style="list-style-type: none"> <li>• cite textual evidence which is explicitly stated</li> <li>• infer</li> </ul> | <p><b>Quarter 2:</b></p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• explicit textual evidence</li> <li>• inferences made in text</li> </ul> <p>Analyze text to:</p> <ul style="list-style-type: none"> <li>• cite textual evidence which is explicitly stated</li> <li>• infer</li> </ul> | <p><b>Quarter 3:</b></p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• explicit textual evidence</li> <li>• inferences made in text</li> </ul> <p>Analyze text to:</p> <ul style="list-style-type: none"> <li>• cite textual evidence which is explicitly stated</li> <li>• infer</li> </ul> | <p><b>Quarter 4:</b></p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• explicit textual evidence</li> <li>• inferences made in text</li> </ul> <p>Analyze text to:</p> <ul style="list-style-type: none"> <li>• cite textual evidence which is explicitly stated</li> <li>• infer</li> </ul> |

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|---|---|--|--|--|
| <p>Students analyze the meaning of a text by:</p> <p>explaining explicit ideas</p> <p>drawing relevant inferences</p> <p>providing strong textual evidence to support analysis</p> | <p>cite textual evidence</p> <p>support analysis</p> <p>what the text says explicitly</p> <p>inferences drawn</p> <p>text</p> | <p>Students know:</p> <p>the difference between summarization and analysis</p> <p>techniques for analyzing the meaning of a text</p> <p>explicit details support a textual analysis</p> <p>inferences are used to support a textual analysis</p> <p>textual evidence strengthens thinking</p> | <p>Students understand that/are able to:</p> <p>analyze the meaning of a text</p> <p>support analysis with explicit ideas from a text</p> <p>support analysis with inferences about a text</p> <p>Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by strong textual evidence</p> | <p><b>EERL.6.1.</b> Determine what a text says explicitly as well as what simple inferences should be drawn.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.1.</b> Analyze a text to identify the information that is used in making an inference.<br/> Ex. After making an inference while reading a text, underline the information that was used in making the inference.<br/> Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.1.</b> Determine what a text says explicitly as well as what inferences should be drawn.<br/> Ex. After reading <i>Yo, Yes</i>, determine that the boy says, “me” explicitly, but he is really saying, “I’ll be your friend.”<br/> Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.1.</b> Identify information that is and is not directly stated in the text.<br/> Ex. Using pictures, illustrations, etc., identify a detail that was not stated in the text.<br/> Ex. Through auditory or tactile sources, identify details directly stated in the text.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.1.</b> Answer a question about explicit information provided in the text.<br/> Ex. Respond to a question about the text by indicating through turn of the head or eye gaze whether each of two options is correct.<br/> Ex. Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p> |

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|   |                   |                                       |                   |  |
|---|-------------------|---------------------------------------|-------------------|--|
| <b>College and Career Readiness (CCR) Anchor Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                   |                                       |                   |  |
| <b>Strand: Reading Literature</b>   |                   | <b>Cluster: Key Ideas and Details</b> | <b>Grade: 6</b>   | <b>Standard 2 (RL.6.2)</b>   |
| 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               | <b>Quarter 1:</b> | <b>Quarter 2:</b>                     | <b>Quarter 3:</b> | <b>Quarter 4:</b><br>Define: <ul style="list-style-type: none"> <li>• theme</li> <li>• and understand the central idea of a text</li> <li>• Identify supporting details of the main idea or theme of a text</li> <li>• Summarize a text based on facts</li> </ul> Analyze supporting details used to determine theme or central idea<br><br>Distinguish between textual facts and opinions<br><br>Formulate a summary based on facts from the text |
|   |                   |                                       |                   |  |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|---|---|---|---|---|---|
| <p>Students objectively summarize a variety of text including:</p> <p>the central idea or theme</p> <p>how the central idea or theme is conveyed through particular details</p> | <p>determine</p> <p>theme</p> <p>central idea</p> <p>text</p> <p>conveyed through particular details</p> <p>summary</p> <p>personal opinions</p> <p>judgments</p> | <p>Students know:</p> <p>techniques for identifying and tracing a theme or central idea through the particular details of a text</p> <p>qualities of an objective summary</p> <p>difference between summary and personal opinions or judgments</p> <p>texts use particular details to convey a theme or central idea</p> <p>vocabulary: theme, central idea</p> | <p>Students understand that/are able to:</p> <p>summarize a text objectively</p> <p>explain how particular details work together to create a theme or central idea within a text</p> <p>Students understand that the particular details that develop the theme or central idea of a text may lead to a better understanding of other perspectives and cultures.</p> | <p><b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.2.</b> Determine the theme or central idea of an unfamiliar story and details that relate to it.<br/> Ex. Given a passage from an unfamiliar short story, determine the central idea and then identify details in the text that relate to the central idea.</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.2.</b> Determine the theme or central idea of a familiar story and identify details that relate to it.<br/> Ex. Given a short passage from a familiar story, determine the central idea and then highlight details in the text that relate to the central idea.<br/> Ex. Given an array of choices, determine which best represents the theme of the story and then choose two details from the story that relate to the theme.<br/> Ex. Given an array of choices, select an illustration that represents the central idea of the story and point out two details in the illustration that are discussed in the story.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.2.</b> Identify the theme or central idea of a familiar story.<br/> Ex. Given a short passage from a familiar story, identify the theme or central idea from a list of choices.<br/> Ex. Given an array of choices, select an illustration that represents the central idea of a familiar story.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.2.</b> Identify details from a familiar story.<br/> Ex. Given a list of details, identify those that relate to a familiar story.<br/> Ex. Using a communication device, identify a detail from a familiar story.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>          |  |                                       |                   |   |
|--|--|---------------------------------------|-------------------|---|
| <b>Strand: Reading Literature</b>  |  | <b>Cluster: Key Ideas and Details</b> | <b>Grade: 6</b>   | <b>Standard 3 (RL.6.3)</b>  |
| 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. | <b>Quarter 1:</b><br>Identify a series of episodes (e.g., rising action, etc.) within a specific story or drama  | <b>Quarter 2:</b>                     | <b>Quarter 3:</b> | <b>Quarter 4:</b><br>Identify a series of episodes (e.g., rising action, etc.) within a specific story or drama<br><br>Identify character types and traits<br><br>Describe how a plot unfolds in a series of episodes<br><br>Explain how character(s) respond or change over the course of the story or drama |
|  | Identify character types and traits<br><br>Describe how a plot unfolds in a series of episodes<br><br>Explain how character(s) respond or change over the course of the story or drama |                                       |                   |   |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|--|--|---|---|--|---|
| <p>Students use writing and/or speaking to:</p> <p>describe how the plot of a story or drama unfolds including how characters respond and change throughout the text</p> | <p>describe</p> <p>story</p> <p>drama</p> <p>plot</p> <p>series of episodes</p> <p>how the characters respond or change</p> <p>moves toward a resolution</p> | <p>Students know:</p> <p>elements of plot (in a story or drama)</p> <p>characters are dynamic</p> <p>vocabulary: resolution</p> | <p>Students understand that/are able to:</p> <p>identify episodes from a story or drama</p> <p>explain how a character responds to episodes</p> <p>explain how a character changes through the course of a story or drama</p> <p>Students understand that plot and character development in a story are dynamic and may lead to a better understanding of other perspectives and cultures</p> | <p><b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.3.</b> Recount a story’s beginning, middle, and end, highlighting the significant events or episodes in each part.<br/> Ex. Recount the beginning, middle, and end of a story and select from choices the most significant episodes in the story.<br/> Ex. Recount significant episodes that occur at the beginning, middle, and end of a story (e.g., In superhero movies, the good guy meets bad guy, bad guy almost defeats good guy, then good guy defeats bad guy.).</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.3.</b> Identify the episodes or significant events in a story or drama.<br/> Ex. Given a list of episodes or events from a story, identify those that are significant.<br/> Ex. Given a text projected on an interactive whiteboard, highlight the significant events throughout the story.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.3.</b> Identify a significant event in a story or drama.<br/> Ex. Select or recall one significant episode or events.<br/> Ex. Identify a significant event involving a favorite character in a familiar story by selecting from a choice of illustrations.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.3.</b> Identify an event in a familiar story or drama.<br/> Ex. Given two or more choices (e.g., illustrations or objects), respond to indicate any choice is an event that occurred in a familiar story.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |                   |  |  |                            |
|--|-------------------|--|--|----------------------------|
| <b>Strand: Reading Literature</b>  |                   | <b>Cluster: Craft and Structure</b>  | <b>Grade: 6</b>  | <b>Standard 4 (RL.6.4)</b> |
| Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.   | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Identify words and phrases including:<br><ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> </ul> as used in a text<br><br>Identify tone in a text<br><br>Interpret the meaning of words and phrases including:<br><ul style="list-style-type: none"> <li>• figurative meanings</li> <li>• connotative meanings</li> </ul> as they are used in a text<br><br>Analyze the impact of word choice on meaning<br><br>Analyze the impact of word choice on tone | <b>Quarter 3:</b><br>Identify words and phrases including:<br><ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> </ul> as used in a text<br><br>Identify tone in a text<br><br>Interpret the meaning of words and phrases including:<br><ul style="list-style-type: none"> <li>• figurative meanings</li> <li>• connotative meanings</li> </ul> as they are used in a text<br><br>Analyze the impact of word choice on meaning<br><br>Analyze the impact of word choice on tone | <b>Quarter 4:</b>          |
|  |                   |  |  |                            |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|--|--|--|---|--|---|
| <p>Students:</p> <p>determine the meaning of words and phrases based on how they are used in a text</p> <p>understand figurative and connotative meanings</p> <p>analyze the impact of word choice on meaning and tone</p> | <p>determine the meaning of words and phrases in text</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>analyze impact</p> <p>word choice</p> <p>meaning</p> <p>tone</p> | <p>Students know:</p> <p>definition of: figurative meaning, connotative meaning</p> <p>author's use of words impacts the meaning and tone of a text</p> <p>context must be considered when determining the meaning of a word or phrase</p> <p>words and phrases can be used in multiple ways including figuratively or connotatively</p> | <p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>analyze an author's use of word choice to create meaning and tone</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>Students understand that an author's word choice shapes the meaning and tone of a text.</p> | <p><b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.<br/> Ex. After reading books like, <i>In a Pickle</i>, explain the meaning of two or more idioms.<br/> Ex. During a shared reading of <i>Monkey Business</i>, explain the idiom depicted on each page.</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.<br/> Ex. After reading multiple sections of <i>Raining Cats and Dogs</i>, determine which idioms match which true meanings.<br/> Ex. Given three true meanings of idioms, determine which idioms the meanings match during a shared reading of <i>Monkey Business</i>.<br/> Ex. Act out the true meaning of idioms as they appear in books like <i>More Parts</i>.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.<br/> Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.<br/> Ex. Given an illustrated page from <i>Amelia Bedelia</i> projected on an interactive whiteboard, highlight the part of the text (figurative language) that matches Amelia's actions.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.4.</b> Recognize a repeated expression used in text.<br/> Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.</p> |



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| <b>College and Career Readiness (CCR) Anchor Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |   |                                     |                          |   |
|---|---|-------------------------------------|--------------------------|---|
| <b>Strand: Reading Literature</b>   |   | <b>Cluster: Craft and Structure</b> | <b>Grade: 6</b>          | <b>Standard 5 (RL.6.5)</b>  |
| 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.   | <p><b>Quarter 1:</b><br/>           Determine the various structures of literacy text</p> <p>Identify the:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• plot</li> <li>• setting</li> </ul> <p>of a text</p> <p>Analyze how a:</p> <ul style="list-style-type: none"> <li>• particular sentence</li> <li>• chapter</li> <li>• scene</li> <li>• stanza</li> </ul> <p>fits into the overall structure of a text</p> <p>Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• setting or</li> <li>• plot</li> </ul> | <p><b>Quarter 2:</b></p>            | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b><br/>           Determine the various structures of literacy text</p> <p>Identify the:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• plot</li> <li>• setting</li> </ul> <p>of a text</p> <p>Analyze how a:</p> <ul style="list-style-type: none"> <li>• particular sentence</li> <li>• chapter</li> <li>• scene</li> <li>• stanza</li> </ul> <p>fits into the overall structure of a text</p> <p>Analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of:</p> <ul style="list-style-type: none"> <li>• theme</li> <li>• setting or</li> <li>• plot</li> </ul> |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|--|--|--|--|--|
| <p>Students use writing or speaking to analyze how a sentence, chapter, scene, or stanza:</p> <p>fits together to provide the overall structure of a text</p> <p>contributes to the development of theme, setting, or plot</p> | <p>analyze</p> <p>particular sentence</p> <p>chapter</p> <p>scene</p> <p>stanza</p> <p>fits into the overall structure</p> <p>text</p> <p>contributes to the development</p> <p>theme</p> <p>setting</p> <p>plot</p> | <p>Students know:</p> <p>parts of a text fit together to create a cohesive whole</p> <p>parts of a text work together to develop the theme, setting, or plot</p> | <p>Students understand that/are able to:</p> <p>analyze how parts of a text fit into the overall structure of a text</p> <p>analyze how parts of a text contribute to the development of theme, setting, or plot</p> <p>support thinking with textual evidence</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and contribute to the overall meaning.</p> | <p><b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.5.</b> Explain how a sentence, paragraph, scene, or stanza fits into the overall structure of the text.<br/> Ex. Given the stanzas from a poem, organize them and explain how they go together using words like first, then, last.<br/> Ex. Given a variety of examples of different scenes from a play, explain how they fit together to create the overall structure of the play.</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.5.</b> Determine how a sentence, paragraph, scene, or stanza fits into the overall structure of the text<br/> Ex. While reading a familiar story, provide a sentence that is <i>not</i> a repeated line but is predictable based on the overall meaning or structure of the text.<br/> Ex. Given a familiar poem projected on an interactive whiteboard with a line or stanza missing, identify the missing part from an array of choices.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.5.</b> Select or provide a sentence that completes the overall structure of a text.<br/> Ex. During shared reading of a story, identify a possible missing sentence from given choices that is not a repeated line but is predictable based on the overall meaning or structure of the text.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.5.</b> Provide a repeated word, phrase, or sentence from a familiar poem or story.<br/> Ex. Uses a voice output communication device to provide a repeated word that appears at the end of each line in a familiar poem.<br/> Ex. Say the repeated line in a familiar story or poem.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text. |   |                                     |                          |                            |  |
|--|---|-------------------------------------|--------------------------|----------------------------|--|
| <b>Strand: Reading Literature</b>  |   | <b>Cluster: Craft and Structure</b> | <b>Grade: 6</b>          | <b>Standard 6 (RL.6.6)</b> |  |
| Explain how an author develops the point of view of the narrator or speaker in a text.   | <p><b>Quarter 1:</b><br/>           Recognize strategies authors use to develop point of view, (e.g., revealing character’s thoughts and actions, dialogue, what other characters say or think about that character)</p> <p>Identify details or examples in a text where the author develops the point of view of the narrator or the speaker</p> <p>Compare and contrast point of view of the narrator to characters in a text</p> <p>Analyze how the author develops these different points of view</p> | <p><b>Quarter 2:</b></p>            | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b></p>   |  |
|  |   |                                     |                          |                            |  |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|---|--|---|--|---|---|
| <p>Students use writing and/or speaking to:</p> <p>explain how an author develops a narrator or speaker's point of view</p> | <p>explain</p> <p>how an author develops</p> <p>point of view</p> <p>narrator in a text</p> <p>speaker in a text</p> | <p>Students know:</p> <p>techniques for tracking the development of point of view throughout a story</p> <p>point of view is developed throughout the course of a story</p> | <p>Students understand that/are able to use writing or speaking to:</p> <p>explain how an author develops point of view.</p> <p>Students understand that an author deliberately selects and shapes a point of view to engage the reader.</p> | <p><b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.6.</b> Explain the point of view of the narrator using examples from the text.<br/> Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.<br/> Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view.<br/> Ex. Use a voice output device to state the point of view of the narrator and then point to a specific line in the text as an example.</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.6.</b> Use an example from a text to describe the point of view of the narrator.<br/> Ex. Use a voice output device to restate a specific line from a text as an example of the point of view of the narrator.<br/> Ex. Select descriptive words or illustrations from a text to describe the point of view of the narrator of a story.<br/> Ex. Select words from the text to show whether the narrator is telling the story from a first-person or third-person point of view.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.6.</b> Identify the narrator.<br/> Ex. Presented with pictures of the main characters from a story, identify who tells the story.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.6.</b> Identify the narrator when a character is narrating the story.<br/> Ex. When presented with a picture representation of the main character in the story, identify them as the person telling the story.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*   |  |                          |   |
|--|--|--------------------------|---|
| <b>Strand: Reading Literature</b>  | <b>Cluster: Integration of Knowledge and Ideas</b> | <b>Grade: 6</b>          | <b>Standard 7 (RL.6.7)</b>  |
| <p>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.</p> | <p><b>Quarter 1:</b></p>                           | <p><b>Quarter 2:</b></p> | <p><b>Quarter 3:</b><br/>           Define compare and Contrast</p> <p>Recognize multiple text formats:</p> <ul style="list-style-type: none"> <li>• audio</li> <li>• video</li> <li>• live version</li> </ul> <p>Determine the similarities of the experience of reading a:</p> <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> <p>to listening to or viewing the audio, video, or live version of the text</p> <p>Determine the differences of the experience of reading a:</p> <ul style="list-style-type: none"> <li>• story</li> <li>• drama</li> <li>• poem</li> </ul> <p>to listening to or viewing the audio, video, or live version of the text</p> <p>Contrast what is seen/heard in text when reading watching or listening</p> |
|  |  |                          | <p><b>Quarter 4:</b></p>  |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|--|---|--|--|--|
| <p>Students use writing and/or speaking to:</p> <p>compare and contrast how reading a story, drama, or poem compares to listening to or viewing an audio, video, or live version of the text</p> | <p>compare and contrast the experience of reading story drama poem listening to or viewing audio version video version live version text</p> <p>contrasting what they 'see' and 'hear' when reading the text to what they perceive when they listen or watch</p> | <p>Students know:</p> <p>techniques for comparing and contrasting experience of reading a story, drama, or poem differs from viewing an audio, video, or live version of the same text</p> <p>techniques for documenting what they "see and hear" when reading a text</p> <p>techniques for documenting what they perceive when listening to or watching a text</p> | <p>Students understand that/are able to use writing or speaking to:</p> <p>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</p> <p>contrast what they "see" and "hear" when reading to what they perceive when they listen or watch</p> <p>support thinking with examples from the text</p> <p>Students understand that the impact of a story or drama is influenced by the mode (reading vs. viewing vs. listening) in which it is presented.</p> | <p><b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.</p> | <p><b>Level IV Students will:</b><br/> <b>EERL.6.7.</b> Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the text.<br/> Ex. Indicate similarities and differences in sensory experiences between a book and a video version of the same text.<br/> Ex. Indicate preferences for forms of presentation by comparing and contrasting what is liked and disliked about the two presentations (e.g., I liked _____ because I could see _____ in my mind/on the screen).</p> <p><b>Level III Students will:</b><br/> <b>EERL.6.7.</b> Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.<br/> Ex. Read a book and watch a video, then describe what they liked and did not like about the different presentations.</p> <p><b>Level II Students will:</b><br/> <b>EERL.6.7.</b> Identify one way that a text version of a story, drama, or poem is like an audio, video, or live version.<br/> Ex. Select from a list one thing that is the same between the two.</p> <p><b>Level I Students will:</b><br/> <b>EERL.6.7.</b> Recognize the text version of a story, drama, or poem that matches the audio, video, or live version.<br/> Ex. After watching a video presentation of a familiar story, identify the book that tells the same story.</p> |

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|  |   |  |                   |                            |
|--|---|--|-------------------|----------------------------|
| <b>College and Career Readiness (CCR) Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |   |  |                   |                            |
| <b>Strand: Reading Literature</b>  |   | <b>Cluster: Integration of Knowledge and Ideas</b> | <b>Grade: 6</b>   | <b>Standard 9 (RL.6.9)</b> |
| 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><b>Quarter 1:</b><br/> Identify the:</p> <ul style="list-style-type: none"> <li>characteristics of different genres (e.g., stories, poems, historical novels, fantasy stories)</li> <li>theme in two or more genres (e.g., stories, poems, historical novels, fantasy stories)</li> <li>topic in two or more genres (e.g., stories, poems, historical novels, fantasy stories)</li> </ul> <p>Compare and contrast how two or more stories of the same genre approach a similar:</p> <ul style="list-style-type: none"> <li>theme</li> <li>topic</li> </ul> | <b>Quarter 2:</b>                                  | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |

| <b>Evidence of Student Attainment/Assessment</b>   | <b>Vocabulary</b>   | <b>Knowledge</b>   | <b>Skills</b>  | <b>Common Core Essential Elements</b>   | <b>Instructional Achievement Level Descriptors</b> |
|--|---|--|--|---|--|
| <p>Students use writing and/ or speaking to:</p> <p>compare and contrast how two or more texts from different forms or genres approach similar themes and topics</p> | <p>compare</p> <p>contrast</p> <p>texts</p> <p>different forms or genres</p> <p>approaches to similar themes and topics</p> | <p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>common forms in literature</p> <p>common genres in literature</p> <p>common themes and topics in literature</p> | <p>Students understand that/are able to:</p> <p>read two or more texts from different genres or forms</p> <p>use writing or speaking to compare and contrast their approaches to similar themes and topics</p> <p>Students understand that stories discuss common topics and themes to help the reader understand other perspectives and cultures.</p> | <p><b>EERL.6.9.</b> (See EERL.6.7.)</p> |  |



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| <b>College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</b>   |   |   |   |   |
|--|---|---|---|---|
| <b>Strand: Reading Literature</b>  |   | <b>Cluster: Range of Reading and Level of Text Complexity</b>   | <b>Grade: 6</b>   | <b>Standard 10 (RL.6.10)</b>  |
| <p>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><b>Quarter 1:</b><br/> Identify/understand in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> | <p><b>Quarter 2:</b><br/> Identify/understand in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> | <p><b>Quarter 3:</b><br/> Identify/understand in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> | <p><b>Quarter 4:</b><br/> Identify/understand in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> <p>Comprehend independently in literary text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</li> </ul> |

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge   | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors |
|--|---|---|--|---|---|
| <p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex stories and poetry</p> | <p>read and comprehend literature stories dramas poetry</p> <p>grade 6 - 8 text complexity band</p> <p>proficiently</p> <p>scaffolding as needed</p> <p>high end of the range</p> | <p>Students know:</p> <p>techniques for making meaning from difficult stories and poetry</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p> | <p>Students understand that/are able to:</p> <p>make meaning from appropriately complex stories, dramas, and poems</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p> | <p><b>EERL.6.10.</b> **This Literature Essential Element references all elements above.</p> |   |

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|  |                   |  |                   |                            |
|--|-------------------|--|-------------------|----------------------------|
| <b>College and Career Readiness (CCR) Anchor Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |                   |  |                   |                            |
| <b>Strand: Reading Informational Text</b>  |                   | <b>Cluster: Key Ideas and Details</b>  | <b>Grade: 6</b>   | <b>Standard 1 (RI.6.1)</b> |
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text   | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Locate textual evidence that supports what the text says<br><br>Recognize textual evidence that supports inferences drawn from the text<br><br>Determine the evidence that supports the explicit analysis of the text<br><br>Cite examples of textual evidence that supports inferences drawn from the text | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |
|  |                   |  |                   |                            |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|---|---|---|---|---|---|
| <p>Students use writing and/or speaking to:</p> <p>analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing textual evidence to support analysis</p> | <p>cite textual evidence</p> <p>support analysis</p> <p>what the text says explicitly</p> <p>inferences drawn</p> <p>text</p> | <p>Students know:</p> <p>difference between summarization and analysis</p> <p>techniques for analyzing the meaning of a text</p> <p>explicit details are used to support a textual analysis</p> <p>inferences are used to support a textual analysis</p> <p>textual evidence strengthens thinking</p> | <p>Students understand that/are able to use writing or speaking to:</p> <p>analyze the meaning of a text</p> <p>support analysis with explicit ideas from a text</p> <p>support analysis with inferences about a text</p> <p>Students understand that an analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence.</p> | <p><b>EERI.6.1.</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.1.</b> Analyze a text to identify the information that is used in making an inference.<br/> Ex. After making an inference while reading a text, underline the information that was used in making the inference.<br/> Ex. Select a correct answer to an inferential question, and then highlight the information in the text that supports the inference.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.1</b> Analyze a text to determine what it says explicitly as well as what inferences should be drawn.<br/> Ex. Share, point, tell, or gesture to communicate specific facts from informational text.<br/> Ex. After viewing or hearing information demonstrated in a pie chart, select one piece of evidence from the information provided directly and information that must be inferred.<br/> Ex. Given a list of explicit and implicit information from a story, sort information into information that was stated directly and information that must be inferred.</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.1.</b> Given multiple sentences from informational text, find a fact.<br/> Ex. Share, point, tell, or gesture to communicate specific facts from informational text.<br/> Ex. Using pictures, illustrations, etc., identify a fact.<br/> Ex. Through auditory or tactile sources, identify a fact.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.1.</b> Answer a question about explicit information provided in the text.<br/> Ex. Respond to a question about the text by indicating through a turn of the head or eye gaze whether each of two options is correct.<br/> Ex. Respond to a question about a detail from an illustration in the text by answering “yes” or “no” or using a switch to indicate whether each of two options is correct.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 2:</b><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                   |  |                   |                            |  |
|--|-------------------|--|-------------------|----------------------------|--|
| <b>Strand: Reading Informational Text</b>  |                   | <b>Cluster: Key Ideas and Details</b>  | <b>Grade: 6</b>   | <b>Standard 2 (RI.6.2)</b> |  |
| 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                           | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Identify: <ul style="list-style-type: none"> <li>• central idea of text</li> <li>• supporting details of a text</li> </ul> Define and understand the influence of personal opinion and judgment when reading a text<br><br>Analyze text to determine the central idea and supporting details<br><br>Recognize particular details used to support the central idea of a text<br><br>Provide a non-biased summary based on the text | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |  |
|  |                   |  |                   |                            |  |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|--|--|---|---|---|---|
| <p>Students use writing and/or speaking to:</p> <p>objectively summarize a variety of informational texts including the central idea and how it is conveyed through particular details</p> | <p>determine central idea</p> <p>text conveyed through particular details</p> <p>summary</p> <p>personal opinions</p> <p>judgments</p> | <p>Students know:</p> <p>the qualities of an objective summary</p> <p>informational texts use particular details to convey a central idea</p> | <p>Students understand that/are able to use writing or speaking to:</p> <p>summarize a text objectively</p> <p>explain how particular details work together to create a central idea within a text</p> <p>Students understand that the particular details that develop the theme or central idea of a text lead to a better understanding of other perspectives and cultures.</p> | <p><b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.2.</b> Given a text, determine several details or facts that support their choice of the central idea.<br/> Ex. Asked “What was the passage about?,” select an answer from choices provided and indicate several facts or details about it from the passage.<br/> Ex. Asked “What in the passage said what it was about?,” selects facts or details about the central idea from choices provided.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.2.</b> Determine the central idea of a short passage and details or facts related to it.<br/> Ex. Asked “What was the passage about?,” select an answer from choices provided and indicate a fact or detail about it from the passage.<br/> Ex. After reading or listening to a historical passage (e.g., Revolutionary War), select picture or word cards that provide details indicating the main idea and then select an illustration from the passage that depicts a related fact (e.g., George Washington in uniform).</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.2.</b> Given sentences from a text, identify a central idea.<br/> Ex. Asked “What was the passage about?,” selects a central idea from the choices provided.<br/> Ex. After reading a historical passage, use pictures, illustrations, etc. to identify a central idea of a passage.<br/> Ex. Through auditory or tactile sources, identify a central idea of an informational text.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.2.</b> Identify an important detail from informational text.<br/> Ex. During shared reading of an informational text, point, tell, or gesture to communicate when an important detail is stated.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b> |                   |  |                   |                            |  |
|---|-------------------|--|-------------------|----------------------------|--|
| <b>Strand: Reading Informational Text</b>   |                   | <b>Cluster: Key Ideas and Details</b>  | <b>Grade: 6</b>   | <b>Standard 3 (RI.6.3)</b> |  |
| Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).              | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Identify key ideas about <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> stated in text<br><br>Define anecdote<br><br>Analyze how key <ul style="list-style-type: none"> <li>• individuals</li> <li>• events</li> <li>• ideas</li> </ul> in a text are introduced, illustrated, and elaborated<br><br>Analyze evidence in text to support key idea | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |  |
|   |                   |  |                   |                            |  |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|--|---|--|--|---|
| <p>Students use writing and/or speaking to:</p> <p>analyze how an individual, event, or idea is developed in a text</p> | <p>analyze in detail</p> <p>key individual</p> <p>key event</p> <p>key idea</p> <p>introduced</p> <p>illustrated</p> <p>elaborated</p> <p>text</p> | <p>Students know:</p> <p>techniques for tracing how a key individual, event, or idea is introduced, illustrated, and elaborated</p> <p>an author deliberately selects and organizes information</p> | <p>Students understand that/are able to:</p> <p>analyze how an author introduces, illustrates, and elaborates on an individual, event, or idea</p> <p>support thinking with specific information from the text</p> <p>Students understand that a text's presentation of an individual, event, or idea also shapes a reader's understanding of other perspectives and cultures.</p> | <p><b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.3.</b> Describe the progression of a key individual, event, or idea throughout an informational text.<br/> Ex. Use examples from the text to show how Harriet Tubman became a conductor on the underground railroad.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.3.</b> Identify the progression of a key individual, event, or idea throughout an informational text.<br/> Ex. Answer questions about order of historical events (e.g., What significant events happened to Harriett first/then/next that lead to her decision to run away?).<br/> Ex. Put three significant events from text in order given the events out of order.</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.3.</b> Identify an example of important information from the text.<br/> Ex. Identify an event that was most important in the life of Harriet Tubman from the text given two choices.<br/> Ex. Identify what happens to a character at the beginning or end of the story using customary communication modes.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.3.</b> Identify an event or idea in a familiar text.<br/> Ex. Respond to indicate whether a choice is an event that occurred in a familiar informational text.<br/> Ex. During shared reading of a science text, use a single message voice output device to indicate when an idea is stated.</p> |



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|  |                   |  |                   |                            |
|--|-------------------|--|-------------------|----------------------------|
| <b>College and Career Readiness (CCR) Anchor Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |                   |  |                   |                            |
| <b>Strand: Reading Informational Text</b>  |                   | <b>Cluster: Craft and Structure</b>  | <b>Grade: 6</b>   | <b>Standard 4 (RI.6.4)</b> |
| Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Identify: <ul style="list-style-type: none"> <li>• words and phrases</li> <li>• figurative words and phrases</li> <li>• connotative words and phrases</li> <li>• technical words and phrases</li> </ul> in a text<br><br>Determine meaning of words and phrases, including the: <ul style="list-style-type: none"> <li>• figurative</li> <li>• connotative</li> <li>• technical</li> </ul> meanings of words and phrases as they are used in a text | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |
|  |                   |  |                   |                            |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|---|---|--|--|---|
| <p>Students:</p> <p>use clues in a text and outside resources to determine the figurative, connotative, and/or technical meaning of words and phrases in a text</p> | <p>determine the meaning of words and phrases</p> <p>figurative meaning</p> <p>connotative meaning</p> <p>technical meaning</p> | <p>Students know:</p> <p>definition of:</p> <p>figurative meaning, connotative meaning, technical meaning</p> <p>features of a text related to word meaning (bold terms, glossary, context clues)</p> <p>steps for using an online or print dictionary</p> <p>several strategies for determining the meaning of a unknown word or phrase</p> <p>techniques for identifying and recording unfamiliar words</p> | <p>Students understand that/are able to:</p> <p>determine meaning of unfamiliar words and phrases based on how they are used in a text</p> <p>use features of a text to determine the meaning of unfamiliar words and phrases</p> <p>use a dictionary (online or print) to determine the meaning of unfamiliar words and phrases</p> <p>identify and explain figurative language with textual support</p> <p>identify and explain connotative language with textual support</p> <p>identify and explain technical language with textual support</p> <p>Students understand that clues in a text help a reader understand the meaning of words and phrases.</p> | <p><b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> | <p><b>Level IV Students will:</b></p> <p><b>EERI.6.4.</b> Explain the meaning of simple idioms and figures of speech as they are used in a text.<br/>Ex. Explain the meaning of a figure of speech used in a science text to convey the meaning of a word (e.g., “Roots are like straws to take in water – it’s not really a straw; stems are like sticks that hold the plant up – it’s not really a stick.”).</p> <p><b>Level III Students will:</b></p> <p><b>EERI.6.4.</b> Determine the meaning of simple idioms and figures of speech as they are used in a text.<br/>Ex. Determine the meaning of <i>acid burns like fire as hot</i>.<br/>Ex. After hearing a weather report, determine the meaning of it’s <i>raining cats and dogs as pouring or heavy rain</i>.</p> <p><b>Level II Students will:</b></p> <p><b>EERI.6.4.</b> Recognize when a simple idiom or figure of speech is used in text.<br/>Ex. During shared reading, signal the teacher to indicate that an idiom has been used or seek clarification.</p> <p><b>Level I Students will:</b></p> <p><b>EERI.6.4.</b> Recognize a repeated expression used in text.<br/>Ex. During shared reading of a familiar text, signal when a phrase is repeated in a text.</p> |

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**College and Career Readiness (CCR) Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

| <b>Strand: Reading Informational Text</b>  |                   | <b>Cluster: Craft and Structure</b>   | <b>Grade: 6</b>   | <b>Standard 5 (RI.6.5)</b>  |
|--|-------------------|---|-------------------|---|
| 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. | <b>Quarter 1:</b> | <p><b>Quarter 2:</b><br/>Determine text structure:</p> <ul style="list-style-type: none"> <li>• (e.g., chronology</li> <li>• comparison</li> <li>• cause/effect</li> <li>• problem/solution)</li> </ul> <p>Analyze how particular:</p> <ul style="list-style-type: none"> <li>• sentences,</li> <li>• paragraphs,</li> <li>• chapter or section</li> </ul> <p>fits into the overall structure of a text</p> <p>Analyze how particular:</p> <ul style="list-style-type: none"> <li>• sentences</li> <li>• paragraphs</li> <li>• chapter or section</li> </ul> <p>contributes to the overall development of the ideas</p> | <b>Quarter 3:</b> | <p><b>Quarter 4:</b><br/>Determine text structure:</p> <ul style="list-style-type: none"> <li>• (e.g., chronology</li> <li>• comparison</li> <li>• cause/effect</li> <li>• problem/solution)</li> </ul> <p>Analyze how particular:</p> <ul style="list-style-type: none"> <li>• sentences,</li> <li>• paragraphs,</li> <li>• chapter or section</li> </ul> <p>fits into the overall structure of a text</p> <p>Analyze how particular:</p> <ul style="list-style-type: none"> <li>• sentences</li> <li>• paragraphs</li> <li>• chapter or section</li> </ul> <p>contributes to the overall development of the ideas</p> |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge  | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|---|--|--|--|--|--|
| <p>Students use writing and/or speaking to analyze how a sentence, paragraph, chapter, or section:</p> <p>fits together to provide the overall structure of a text</p> <p>contributes to the development of ideas</p> | <p>analyze</p> <p>particular sentence</p> <p>paragraph</p> <p>chapter</p> <p>section</p> <p>fits into the overall structure</p> <p>text</p> <p>contributes to the development</p> <p>ideas</p> | <p>Students know:</p> <p>parts of a text fit together to create a cohesive whole</p> <p>parts of a text work together to develop the ideas</p> | <p>Students understand that/are able to:</p> <p>analyze how parts of a text fit into the overall structure of a text</p> <p>analyze how parts of a text contribute to the development of ideas</p> <p>support thinking with textual evidence</p> <p>Students understand that each element of a text's structure works together to create a cohesive whole and develop ideas.</p> | <p><b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.5.</b> Determine how a sentence, scene, or stanza fits into the overall structure of the text.<br/> Ex. Communicate the predictable word or phrase in a text that has a predictable pattern.<br/> Ex. Describe how a passage in <i>Travels with Charley</i> adds to understanding what John Steinbeck thought about America.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.5.</b> Describe how an element of the text fits into the overall structure of the text.<br/> Ex. Given the title of an informational text, find a sentence in the text that repeats the title.<br/> Ex. In a set of directions, describe what they would do if a step were left out.<br/> Ex. After reading a passage, select a title that is appropriate and fitting.</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.5.</b> Identify a sentence from the overall structure of the text.<br/> Ex. Given a direction, point to a sentence that tells the most important thing to do.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.5.</b> Identify an illustration that fits into the overall theme of the text.<br/> Ex. Point to an illustration in a text.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text. |   |   |                   |                            |  |
|--|---|---|-------------------|----------------------------|--|
| <b>Strand: Reading Informational Text</b>  |   | <b>Cluster: Craft and Structure</b>   | <b>Grade: 6</b>   | <b>Standard 6 (RI.6.6)</b> |  |
| Determine an author's point of view or purpose in a text and explain how it is conveyed in the text                                      | <b>Quarter 1:</b><br>Determine the author's point of view or purpose of a text                            | <b>Quarter 2:</b><br>Determine the author's point of view or purpose of a text                            | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |  |
|  | Identify details or examples in a text where the author develops the point of view or purpose of the text | Identify details or examples in a text where the author develops the point of view or purpose of the text |                   |                            |  |
|  | Explain how the author conveys his/her point of view throughout the text                                  | Explain how the author conveys his/her point of view throughout the text                                  |                   |                            |  |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge  | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|---|---|--|--|---|--|
| <p>Students:</p> <p>determine an author's point of view or purpose</p> <p>use writing and/or speaking to explain how it is conveyed in the text</p> | <p>determine author's point of view</p> <p>author's purpose</p> <p>text</p> <p>how it is conveyed</p> | <p>Students know:</p> <p>techniques for tracking an author's point of view or purpose in a text</p> <p>point of view or purpose is developed throughout the course of a text</p> | <p>Students understand that/are able to:</p> <p>determine how an author develops point of view or purpose throughout a text.</p> <p>Students understand that an author deliberately selects and shapes a point of view or purpose.</p> | <p><b>EERI.6.6.</b> Use an example from text to describe the author's purpose or point of view.</p> | <p><b>Level IV Students will:</b></p> <p><b>EERI.6.6.</b> Explain why the author wrote the text, citing examples.<br/>Ex. Provide reasons for a newspaper article on a tornado showing where the text conveys it (e.g., to inform people about an event, to tell people how to be safe during a tornado).<br/>Ex. Sort different types of text by their purposes (e.g., to inform, to argue or persuade, to discuss, to tell people how to do something, to explain, to report, to recount.)</p> <p><b>Level III Students will:</b></p> <p><b>EERI.6.6.</b> Use an example from text to describe the author's purpose or point of view.<br/>Ex. Choose from three words to describe the author's point of view from a historical text.<br/>Ex. Given a paragraph about a tornado, choose a word from the paragraph that describes what the author thinks about tornados (e.g., <i>scary</i>, <i>exciting</i>).</p> <p><b>Level II Students will:</b></p> <p><b>ERI.6.6.</b> Identify a word that represents the purpose of a text.<br/>Ex. Choose a word that represents what they learned from a report on a real-life event.</p> <p><b>Level I Students will:</b></p> <p><b>EERI.6.6.</b> Point to a picture that shows what happened in a text designed to recount an event.<br/>Ex. Using a story recounting a real-life event (e.g., a class field trip to a local museum) read by the teacher, point to a picture showing what happened.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 7:</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* |   |   |                          |                            |
|--|---|---|--------------------------|----------------------------|
| <b>Strand: Reading Informational Text</b>  |   | <b>Cluster: Integration of Knowledge and Ideas</b>  | <b>Grade: 6</b>          | <b>Standard 7 (RI.6.7)</b> |
| 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                       | <p><b>Quarter 1:</b><br/>           Recognize how to access information from different:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• formats</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• issue</li> </ul> <p>Integrate information taken from various media, formats, or text</p> <p>Demonstrate coherent understanding of the topic or issue using information from various media/formats</p> | <p><b>Quarter 2:</b><br/>           Recognize how to access information from different:</p> <ul style="list-style-type: none"> <li>• media</li> <li>• formats</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• issue</li> </ul> <p>Integrate information taken from various media, formats, or text</p> <p>Demonstrate coherent understanding of the topic or issue using information from various media/formats</p> | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b></p>   |
|  |   |   |                          |                            |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|--|---|--|--|---|
| <p>Students use writing and/or speaking to:</p> <p>develop a coherent understanding of a topic by integrating information presented in words, media, or other formats</p> | <p>integrate</p> <p>media</p> <p>format</p> <p>visually</p> <p>quantitatively</p> <p>in words</p> <p>coherent understand</p> | <p>Students know:</p> <p>what types of information can be gathered from different media or formats</p> <p>techniques for synthesizing information from multiple sources</p> | <p>Students understand that/are able to:</p> <p>gather information presented in different media or formats</p> <p>synthesize information from multiple sources and formats</p> <p>develop a coherent understanding of a topic or issue</p> <p>Students understand that information from multiple texts can be put together to answer questions and solve problems.</p> | <p><b>EERI.6.7.</b> Integrate information from different media and formats of texts.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.7.</b> Integrate information from different media to develop understanding of a topic.<br/> Ex. Compare/combine information from a video and a passage on the same topic to make a statement about the topic.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.7.</b> Integrate information from different media and formats of texts.<br/> Ex. After reading the passage and watching a video, use magazine pictures to create a collage to represent the information.<br/> Ex. Compare a text with a video version of the same text to identify ways that the text is the same as the video.</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.7.</b> Identify information from media and other formats of text that are about similar topics.<br/> Ex. Recall a phrase from a media presentation.<br/> Ex. Recall a phrase from an informational text.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.7.</b> Identify information from one source/text.<br/> Ex. Identify an idea from text heard or read.</p> |



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**College and Career Readiness (CCR) Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

| <b>Strand: Reading Informational Text</b>  |                   | <b>Cluster: Integration of Knowledge and Ideas</b>   | <b>Grade: 6</b>   | <b>Standard 8 (RI.6.8)</b> |
|--|-------------------|--|-------------------|----------------------------|
|  | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Define : <ul style="list-style-type: none"> <li>• an argument</li> <li>• a claim</li> </ul> Identify the argument in a text<br><br>Identify reasons and evidence in the text<br><br>Trace the argument and specific claims in a text<br><br>Distinguish between supported and unsupported claims<br><br>Evaluate the argument and its specific claims in a text | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |
| 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 |                   |  |                   |                            |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge  | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|---|---|--|--|---|---|
| <p>Students use writing and/or speaking to:</p> <p>trace and evaluate an argument and specific claims</p> <p>distinguish claims that are supported by reasons and evidence from claims that are not</p> | <p>trace</p> <p>evaluate</p> <p>argument</p> <p>specific claims</p> | <p>Students know:</p> <p>techniques for tracing an argument and claims through a text</p> <p>techniques for evaluating argument and claims in a text</p> <p>vocabulary: argument, claims</p> | <p>Students understand that/are able to:</p> <p>trace an argument and claims through a text</p> <p>evaluate an argument and claims</p> <p>distinguish between claims that are supported by reasons and evidence and claims that are not</p> <p>Students understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.</p> | <p><b>EERI.6.8.</b> Distinguish claims in a text supported by reason.</p> | <p><b>Level IV Students will:</b><br/> <b>EERI.6.8.</b> Distinguish claims supported by a reason from those that are not.<br/> Ex. Identify a claim in an article and find the reasons or evidence in the piece to support the claim and identify a claim that is not supported.</p> <p><b>Level III Students will:</b><br/> <b>EERI.6.8.</b> Distinguish claims in a text supported by reason.<br/> Ex. Using an article from the newspaper, identify the claims supported by a reason by highlighting or marking the words.</p> <p><b>Level II Students will:</b><br/> <b>EERI.6.8.</b> Identify claims in a text.<br/> Ex. Point out a claim based upon the use of quotation marks.<br/> Ex. Recognize what an ad is attempting to sell.</p> <p><b>Level I Students will:</b><br/> <b>EERI.6.8.</b> Recognize a claim in a text.<br/> Ex. During shared reading of an informational text, use a switch, a nod, or answer “yes” or “no” when the teacher asks, “Did the author say . . . ?”<br/> Ex. Point to an ad in a newspaper.</p> |

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|  |  |  |                   |                            |
|--|--|--|-------------------|----------------------------|
| <b>College and Career Readiness (CCR) Anchor Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |  |  |                   |                            |
| <b>Strand: Reading Informational Text</b>  |  | <b>Cluster: Integration of Knowledge and Ideas</b> | <b>Grade: 6</b>   | <b>Standard 9 (RI.6.9)</b> |
| 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).  | <b>Quarter 1:</b><br>Identify: <ul style="list-style-type: none"> <li>• events common to both texts</li> <li>• an author’s presentation of events</li> </ul> <p>Compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person)</p> | <b>Quarter 2:</b>                                  | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |
|  |  |  |                   |                            |

| <b>Evidence of Student Attainment/Assessment</b>   | <b>Vocabulary</b>  | <b>Knowledge</b>  | <b>Skills</b>   | <b>Common Core Essential Elements</b>   | <b>Instructional Achievement Level Descriptors</b> |
|--|--|---|---|---|--|
| <p>Students use writing and/or speaking to:</p> <p>compare and contrast how events are presented in a memoir and a biography about the same person</p> | <p>compare</p> <p>contrast</p> <p>author's presentation of events</p> <p>memoir</p> <p>biography</p> | <p>Students know:</p> <p>techniques for comparing and contrasting</p> <p>techniques for identifying key events in a text</p> <p>techniques an author can use to present key events</p> <p>vocabulary: memoir, biography</p> | <p>Students understand that/are able to:</p> <p>compare and contrast how events are presented in a memoir and a biography about the same person</p> <p>Students understand that point of view and presentation impact the reader's understanding of and engagement with events.</p> | <p><b>EERI.6.9.</b> (See EERI.6.7.)</p> |  |

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| <b>College and Career Readiness (CCR) Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.</b>                           |   |   |   |   |
|--|---|---|---|---|
| <b>Strand: Reading Informational Text</b>  |   | <b>Cluster: Range of Reading and Level of Text Complexity</b>   | <b>Grade: 6</b>   | <b>Standard 10 (RI.6.10)</b>  |
| <p>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><b>Quarter 1:</b><br/> Identify/understand in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> | <p><b>Quarter 2:</b><br/> Identify/understand in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> | <p><b>Quarter 3:</b><br/> Identify/understand in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> | <p><b>Quarter 4:</b><br/> Identify/understand in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> <p>Comprehend independently in an informational text:</p> <ul style="list-style-type: none"> <li>• key Ideas and details</li> <li>• craft and structure</li> <li>• integration of knowledge and ideas</li> </ul> <p>at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in standards 1-9 with scaffolding as needed</p> |

| <b>Evidence of Student Attainment/Assessment</b>  | <b>Vocabulary</b>   | <b>Knowledge</b>  | <b>Skills</b>   | <b>Common Core Essential Elements</b>   |
|---|---|---|---|---|
| <p>Students, with scaffolding as needed:</p> <p>read and actively engage in comprehending appropriately complex informational texts</p> | <p>read and comprehend literary nonfiction text complexity band proficiently</p> <p>with scaffolding as needed</p> <p>high end of the range</p> | <p>Students know:</p> <p>techniques for making meaning from appropriately difficult informational text</p> <p>techniques for engaging with and appreciating difficult texts</p> <p>techniques for selecting texts that are interesting, motivating, and appropriate for who they are as readers</p> | <p>Students understand that/are able to:</p> <p>make meaning from appropriately complex literary nonfiction</p> <p>engage with and appreciate appropriately complex texts</p> <p>Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts.</p> | <p><b>EERI.6.10.</b> **This Informational Text Essential Element references all elements above.</p> |

**Common Core ELA Pacing Guide 2013-2014**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |  |  |                          |  |
|--|--|--|--------------------------|--|
| <b>Strand: Writing</b>   |  | <b>Cluster: Text Types and Purposes</b>  | <b>Grade: 6</b>          | <b>Standard 1 (W.6.1)</b>  |
| <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that</p> | <p><b>Quarter 1:</b><br/>           Identify credible sources</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>that show relationships among claim(s) and reasons</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• claims</li> <li>• relevance</li> <li>• evidence</li> <li>•</li> </ul> <p>Identify and define formal Style</p> <p>Explain the argument presented</p> <p>Determine how to introduce claim(s)</p> <p>Organize reasons and evidence clearly</p> <p>Formulate support for claims with clear reasons and relevant evidence</p> <p>Evaluate :</p> <ul style="list-style-type: none"> <li>• credibility of sources used</li> <li>• relevance of the evidence</li> </ul> | <p><b>Quarter 2:</b><br/>           Identify credible sources</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>that show relationships among claim(s) and reasons</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• claims</li> <li>• relevance</li> <li>• evidence</li> <li>•</li> </ul> <p>Identify and define formal Style</p> <p>Explain the argument presented</p> <p>Determine how to introduce claim(s)</p> <p>Organize reasons and evidence clearly</p> <p>Formulate support for claims with clear reasons and relevant evidence</p> <p>Evaluate :</p> <ul style="list-style-type: none"> <li>• credibility of sources used</li> <li>• relevance of the evidence</li> </ul> | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b><br/>           Identify credible sources</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>that show relationships among claim(s) and reasons</p> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• claims</li> <li>• relevance</li> <li>• evidence</li> <li>•</li> </ul> <p>Identify and define formal Style</p> <p>Explain the argument presented</p> <p>Determine how to introduce claim(s)</p> <p>Organize reasons and evidence clearly</p> <p>Formulate support for claims with clear reasons and relevant evidence</p> <p>Evaluate :</p> <ul style="list-style-type: none"> <li>• credibility of sources used</li> <li>• relevance of the evidence</li> </ul> |

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| <p>follows from the argument presented.</p> | <p>Demonstrate an understanding of the topic or text</p> <p>Clarify relationships among claims and reasons</p> <p>Establish and maintain a formal style</p> <p>Plan an appropriate concluding statement that follows from the argument presented</p> <p>Write an argument to support claims, including:</p> <ul style="list-style-type: none"> <li>• an introduction to claim(s)</li> <li>• clear organization of reasons and evidence</li> <li>• claims supported by clear reasons and relevant evidence</li> <li>• credible sources</li> <li>• a clear understanding of the topic or text under investigation</li> <li>• words, phrases and clauses that clarify relationships among claim(s) and reasons</li> <li>• establishes and maintains a formal style</li> <li>• a concluding statement or section that follows from the argument presented</li> </ul> | <p>Demonstrate an understanding of the topic or text</p> <p>Clarify relationships among claims and reasons</p> <p>Establish and maintain a formal style</p> <p>Plan an appropriate concluding statement that follows from the argument presented</p> <p>Write an argument to support claims, including:</p> <ul style="list-style-type: none"> <li>• an introduction to claim(s)</li> <li>• clear organization of reasons and evidence</li> <li>• claims supported by clear reasons and relevant evidence</li> <li>• credible sources</li> <li>• a clear understanding of the topic or text under investigation</li> <li>• words, phrases and clauses that clarify relationships among claim(s) and reasons</li> <li>• establishes and maintains a formal style</li> <li>• a concluding statement or section that follows from the argument presented</li> </ul> |  | <p>Demonstrate an understanding of the topic or text</p> <p>Clarify relationships among claims and reasons</p> <p>Establish and maintain a formal style</p> <p>Plan an appropriate concluding statement that follows from the argument presented</p> <p>Write an argument to support claims, including:</p> <ul style="list-style-type: none"> <li>• an introduction to claim(s)</li> <li>• clear organization of reasons and evidence</li> <li>• claims supported by clear reasons and relevant evidence</li> <li>• credible sources</li> <li>• a clear understanding of the topic or text under investigation</li> <li>• words, phrases and clauses that clarify relationships among claim(s) and reasons</li> <li>• establishes and maintains a formal style</li> </ul> <p>a concluding statement or section that follows from the argument presented</p> |
|---|--|--|--|--|



| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|--|--|--|--|---|--|
| <p>Students write arguments to support claims with clear reasons and relevant evidence and:</p> <p>an introduction that states the claim</p> <p>a clear structure for organizing reasons and evidence</p> <p>claim(s) supported with clear reasons and relevant evidence</p> <p>claim(s) supported with credible sources</p> <p>a clear understanding of the topic</p> <p>clear relationships between claims and reasons with words, phrases, and clauses</p> <p>a formal style</p> <p>a concluding statement or section that is related to the argument</p> | <p>argument</p> <p>support claims</p> <p>clear reasons</p> <p>relevant evidence</p> <p>introduce claim</p> <p>organize reasons and evidence clearly</p> <p>credible sources</p> <p>demonstrating an understanding</p> <p>clarify relationships among claims and reasons</p> <p>formal style</p> <p>concluding statement or sections that follows from argument</p> | <p>Students know:</p> <p>the difference between argument and opinion</p> <p>how to select the best evidence (credible sources) to support their claim</p> <p>arguments demonstrate an understanding of the topic and states and supports a claim</p> <p>techniques for linking clarifying relationships among claims and reasons (words, phrases, and clauses)</p> <p>writing style is adjusted based on audience and purpose</p> <p>the difference between formal and informal style</p> <p>arguments follow a predictable structure (e.g. introduction that states claim and organizes reasons and evidence, body paragraphs with logically organized supporting claims, and related concluding statement)</p> <p>vocabulary: argument</p> | <p>Students understand that/are able to:</p> <p>identify qualities of arguments, write an argument to support a claim,</p> <p>select clear reasons and relevant evidence (credible sources) to support claim</p> <p>demonstrate understanding of topic</p> <p>use words, phrases, and clauses to clarify relationships,</p> <p>write with a formal style</p> <p>write with a predictable structure (introduction with statement of claim, clearly organized evidence, and concluding statement or section that follows argument),</p> <p>Students understand that well-developed arguments express a point-of-view and are supported by relevant evidence.</p> | <p><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with reasons.<br/>c. N/A<br/>d. N/A<br/>e. N/A</p> | <p><b>Level IV Students will:</b><br/><b>EEW.6.1.a-b.</b> Write a claim and support it with reasons.<br/>Ex. Write about something important to them and support it with reasons (e.g., The student writes, <i>need recess</i> and then supports the claim by writing <i>good for me, friends, tired.</i>).<br/>Ex. Following reading and discussion of tall tales, make an exaggerated claim and use story elements discussed to support the claim.<br/><b>EEW.6.1.c-e.</b> N/A</p> <p><b>Level III Students will:</b><br/><b>EEW.6.1.a-b.</b><br/>With guidance and support, write a claim and support it with reasons.<br/>Ex. Using a writing template created by the teacher in a talking word processor, fill in a blank to write a claim and to complete more sentences to support the claim (e.g., The student completes the sentence <i>I think we need more computers</i>. And then, the student completes more sentences to give reasons, <i>We need more computers because we don't have enough. We have six students. We only have two computers.</i>).<br/>Ex. Following a teacher-led discussion about something important to students, generating written reasons and discussion for and against the claim on an interactive whiteboard, make a claim for one position or the other and then support the claim, using and expanding on the available vocabulary and evidence on the interactive whiteboard (e.g., The student writes, <i>chew gum in school, relax, work harder or not chew gum in school, stick on desk, noisy chew</i>).<br/><b>EEW.6.1.c-e.</b> N/A</p> <p><b>Level II Students will:</b><br/><b>EEW.6.1.a-b.</b> With guidance and support, write a claim and support it with one reason.<br/>Ex. Write a claim with guidance (e.g., The student tells a peer, “ice cream every day” and the peer supports the student in writing the claim by stretching out the sounds in words so the student can type letters in word prediction software and select the appropriate word from the list.).<br/>Ex. After a discussion of student interests and school rules, complete a repeated sentence frame to write a claim by writing the appropriate word in the blank (e.g., <i>We need [claim] because [supportive reason]. We need recess because fun. We need gum because good. We need talk because friends.</i>). After each statement, the teacher leads group in identifying claim and discussion of reason.<br/><b>EEW.6.1.c-e.</b> N/A</p> <p><b>Level I Students will:</b><br/><b>EEW.6.1.a-b.</b> With guidance and support, state a claim.<br/>Ex. Work with an adult to select a message to program on a single message voice output device and then use the device to state a claim (e.g., “This is gonna work.”).<br/><b>EEW.6.1.c-e.</b> N/A</p> |

**Common Core ELA Pacing Guide**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |                   |   |   |                           |
|---|-------------------|---|---|---------------------------|
| <b>Strand: Writing</b>  |                   | <b>Cluster: Text Types and Purposes</b>   | <b>Grade: 6</b>   | <b>Standard 2 (W.6.2)</b> |
| <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using 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.</p> <p>b. Develop the topic with</p> | <b>Quarter 1:</b> | <p><b>Quarter 2:</b></p> <p>Identify formal styles of writing</p> <p>Identify relevant:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• examples</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• various transitions that clarify relationships among ideas and concepts</li> <li>• precise language and domain-specific vocabulary related to the topic</li> <li>• a concluding statement or section that follows from the information or explanation presented</li> <li>•</li> </ul> <p>Develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Determine when to include:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> </ul> | <p><b>Quarter 3:</b></p> <p>Identify formal styles of writing</p> <p>Identify relevant:</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• examples</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• various transitions that clarify relationships among ideas and concepts</li> <li>• precise language and domain-specific vocabulary related to the topic</li> <li>• a concluding statement or section that follows from the information or explanation presented</li> <li>•</li> </ul> <p>Develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Determine when to include:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>to aid comprehension</p> | <b>Quarter 4:</b>         |
|   |                   |   |   |                           |

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| <p>relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> |  | <ul style="list-style-type: none"> <li>• multimedia to aid comprehension</li> </ul> <p>Select various transitions that clarify relationships among ideas and concepts</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> <li>•</li> </ul> <p>Determine when to use various strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast,</li> <li>• cause/effect</li> </ul> <p>Select precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p> <p>Write informative/explanatory texts to:</p> <ul style="list-style-type: none"> <li>• examine a topic</li> <li>• convey ideas</li> <li>• convey concepts</li> <li>• convey information through:</li> <li>• text selection</li> <li>• organization</li> <li>• analysis</li> </ul> <p>of relevant concept</p> <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> </ul> | <p>Select various transitions that clarify relationships among ideas and concepts</p> <p>Determine how to organize:</p> <ul style="list-style-type: none"> <li>• ideas</li> <li>• concepts</li> <li>• information</li> <li>•</li> </ul> <p>Determine when to use various strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast,</li> <li>• cause/effect</li> </ul> <p>Select precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Determine a supportive concluding statement or section that follows from the information or explanation presented</p> <p>Write informative/explanatory texts to:</p> <ul style="list-style-type: none"> <li>• examine a topic</li> <li>• convey ideas</li> <li>• convey concepts</li> <li>• convey information through:</li> <li>• text selection</li> <li>• organization</li> <li>• analysis</li> </ul> <p>of relevant concept</p> <p>Introduce and develop a topic with:</p> <ul style="list-style-type: none"> <li>• relevant facts</li> <li>• definitions</li> <li>• concrete details</li> <li>• quotations</li> <li>• other information</li> <li>• examples</li> </ul> <p>Organize ideas, concepts, and information using strategies such as:</p> |  |
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|  |  |  |   |  |
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|  |  | <ul style="list-style-type: none"> <li>• other information</li> <li>• examples</li> </ul> <p>Organize ideas, concepts, and information using strategies such as:</p> <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Provide a concluding statement or section that follows from the information or explanation presented</p> | <ul style="list-style-type: none"> <li>• definitions</li> <li>• classification</li> <li>• comparison/contrast</li> <li>• cause/effect</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> <p>when useful in aiding comprehension</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts</p> <p>Use precise language and domain-specific vocabulary to inform or explain the text</p> <p>Establish and maintain a formal style</p> <p>Provide a concluding statement or section that follows from the information or explanation presented</p> |  |
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| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge  | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
|--|---|--|--|---|---|
| <p>Students create informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by:</p> <p>introducing the topic clearly</p> <p>organizing ideas, concepts, and information</p> <p>using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>including purposeful formatting, graphics, and multimedia</p> <p>developing fully a topic through relevant facts, definitions, concrete details, and quotations</p> <p>using transitional words, phrases, and clauses to clarify relationships</p> | <p>informative / explanatory texts</p> <p>examine a topic</p> <p>convey ideas, concepts, information</p> <p>selection, organization, and analysis of relevant content</p> <p>introduce a topic</p> <p>organize ideas, concepts, information</p> <p>definition</p> <p>classification</p> <p>comparison/contrast</p> <p>cause/effect</p> <p>formatting</p> <p>graphics</p> <p>multimedia</p> <p>develop the topic</p> | <p>Students know informative / explanatory texts:</p> <p>examine a topic</p> <p>convey ideas, concepts, and information</p> <p>select, organize, and analyze relevant content</p> <p>use strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>use formatting (e.g. headings), graphics, and multimedia to aid comprehension</p> <p>follow a predictable structure (e.g. Introduce topic, develop topic, concluding statement)</p> <p>develop topic with facts, definitions,</p> | <p>Students understand that/are able to:</p> <p>identify qualities of informative/explanatory pieces</p> <p>examine topics by selecting, organizing, and analyzing relevant content</p> <p>introduce a topic</p> <p>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect</p> <p>write informative/explanatory pieces with a predictable structure (introduce topic, provide a general observation and focus, group related information logically, develop topic through</p> | <p><b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. N/A</p> <p>f. N/A</p> | <p><b>Level IV Students will:</b></p> <p><b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts, details, and other information.</p> <p>Ex. Write a short report on a self-selected topic, provide facts about the topic, and add details and information discussed in class related to the facts.</p> <p>Ex. Given a familiar scenario, write about the details.</p> <p><b>EEW.6.2.c-f.</b> N/A</p> <p><b>Level III Students will:</b></p> <p><b>EEW.6.2.a-b.</b> Write to convey ideas and information including facts and details.</p> <p>Ex. Write a short report about an assigned topic including facts about the topic.</p> <p>Ex. Write about information learned in science on an assigned topic.</p> <p><b>EEW.6.2.c-f.</b> N/A</p> <p><b>Level II Students will:</b></p> <p><b>EEW.6.2.a-b.</b> With guidance and support, write to convey ideas and information clearly including facts and details.</p> <p>Ex. Work with peers to write a report on a science topic (e.g., The student writes about climate and the kinds of clothing we wear in different weather.).</p> <p><b>EEW.6.2.c-f.</b> N/A</p> <p><b>Level I Students will:</b></p> <p><b>EEW.6.2.a-b.</b> Participate in shared writing to convey ideas and information including facts, details, or other information.</p> <p>Ex. Use a yes/no switch to indicate support for an idea or something a peer says should be included in the shared writing.</p> <p>Ex. Select illustrations to include in the shared writing project.</p> <p><b>EEW.6.2.c-f.</b> N/A</p> |

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| among ideas and concepts                                       | relevant facts, definitions, concrete details                         | concrete details, quotations, examples, and other information                                    | facts, definitions, details, quotations, examples, and other information, and conclusion)                  |  |  |
| using precise word choice including domain-specific vocabulary | appropriate transitions   | use appropriate transitions to clarify relationships among ideas and concepts                    | incorporate useful formatting, graphics, and multimedia in informative/explanatory pieces                  |  |  |
| establishing a formal style                                    | clarify the relationships   | use precise language and domain-specific vocabulary to inform about and explain the topic        | employ facts, definitions, concrete details, quotations, examples, and other information to develop topics |  |  |
| ending with a relevant concluding statement or section         | precise language  | use elements of formal style   | employ appropriate transitions to clarify relationships among ideas and concepts                           |  |  |
|  | domain-specific vocabulary  | use a concluding statement or section that follows from the information or explanation presented | include precise language and domain-specific vocabulary in informative/explanatory pieces                  |  |  |
|  | formal style  |  | establish and maintain a formal style  |  |  |
|  | concluding statement that follows from the information or explanation |  | create a concluding statement or section   |  |  |

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|  |  |  | that follows from the information or explanation presented   |  |  |
|  |  |  | Students understand that informative / explanatory writing conveys ideas, concepts, and information through well-developed ideas and clear organization. |  |  |

**Common Core ELA Pacing Guide**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |   |   |                          |   |
|--|---|---|--------------------------|---|
| <b>Strand: Writing</b>   |   | <b>Cluster: Text Types and Purposes</b> | <b>Grade: 6</b>          | <b>Standard 3 (W.6.3)</b>   |
| <p>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 and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events,</p> | <p><b>Quarter 1:</b><br/> Describe the characteristics of a narrative</p> <p>Describe a variety of ways authors engage readers</p> <p>Identify how writers use transitional words, phrases, clauses to signal change in a narrative</p> <p>Use a variety of techniques to engage the reader and establish context</p> <p>Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• pacing</li> <li>• description</li> </ul> <p>to develop experiences, events, and/or characters</p> <p>Critique a variety of transition :</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>to convey sequence and signal shifts from one time frame or setting</p> <p>Compare and contrast relevant and irrelevant details in developing :</p> <ul style="list-style-type: none"> <li>• experiences</li> <li>• events</li> <li>• characters</li> </ul> <p>Analyze effective organizational patterns</p> | <p><b>Quarter 2:</b></p>                | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b><br/> Describe the characteristics of a narrative</p> <p>Describe a variety of ways authors engage readers</p> <p>Identify how writers use transitional words, phrases, clauses to signal change in a narrative</p> <p>Use a variety of techniques to engage the reader and establish context</p> <p>Analyze narrative techniques such as:</p> <ul style="list-style-type: none"> <li>• dialogue</li> <li>• pacing</li> <li>• description</li> </ul> <p>to develop experiences, events, and/or characters</p> <p>Critique a variety of transition :</p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• clauses</li> </ul> <p>to convey sequence and signal shifts from one time frame or setting</p> <p>Compare and contrast relevant and irrelevant details in developing :</p> <ul style="list-style-type: none"> <li>• experiences</li> <li>• events</li> <li>• characters</li> </ul> <p>Analyze effective organizational patterns and conclusions</p> |



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| <p>and/or characters.</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.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p>and conclusions</p> <p>Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events.</p> <p>Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> <li>• engages the reader and</li> <li>• establishes a context</li> <li>• uses techniques such as dialogue and description to develop experiences, events or characters</li> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a conclusion</li> </ul> |  |  | <p>Use precise words and phrases, relevant descriptive details and sensory language to develop experiences and events.</p> <p>Write a narrative to develop real or imaginative experiences or events that:</p> <ul style="list-style-type: none"> <li>• engages the reader and</li> <li>• establishes a context</li> <li>• uses techniques such as dialogue and description to develop experiences, events or characters</li> <li>• uses a variety of transitions to convey sequence and signal shifts</li> <li>• uses appropriate precise, descriptive sensory language</li> <li>• leads to a conclusion</li> </ul> |
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| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|--|--|--|---|---|--|
| <p>Students write a narrative that includes real or imagined experiences or events that:</p> <p>engages the reader</p> <p>establishes the situation</p> <p>introduces narrator or characters</p> <p>organizes an event sequence that unfolds naturally</p> <p>uses dialogue, pacing, and description to develop experiences, events, and/or characters</p> <p>varies transitional words, phrases, and clauses to convey sequence and signal shifts in time or setting</p> <p>uses precise words and phrases</p> <p>uses relevant descriptive details</p> | <p>narrative</p> <p>effective technique</p> <p>relevant descriptive details</p> <p>well-structured event sequences</p> <p>event sequence that unfolds naturally and logically</p> <p>precise words and phrases</p> <p>relevant descriptive details</p> <p>transition words, phrases, clauses</p> <p>conclusion</p> | <p>Students know a narrative can:</p> <p>be real or imagined</p> <p>utilize a narrator</p> <p>describe characters by how they look, what they do, say, and think</p> <p>use transition words, phrases, and clauses</p> <p>involve multiple time frames and/or settings</p> <p>provide a sense of closure</p> <p>provide a conclusion that reveals something important about self or life</p> | <p>Students understand that/are able to:</p> <p>write a real or imagined narrative that spans one or more time frames and/or settings with a narrator, characters, naturally unfolding events, dialogue, descriptions, pacing, transition words, phrases, and clauses, a sense of closure, and a conclusion that reveals something important about self or life.</p> <p>Students understand that narratives convey real or imagined experiences or events through deliberate use of sequencing and narrative technique to develop a unique voice.</p> | <p><b>EEW.6.3.</b> Select an event or personal experience and write about it.</p> <p><b>a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>c. N/A</p> <p>d. N/A</p> <p>e. N/A</p> | <p><b>Level IV Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, multiple characters, and multiple events in sequence.</p> <p>Ex. Write about a personal experience (e.g., Go to <i>movies</i>), writing about oneself (<i>me</i>) and friends (<i>JT and K</i>), and including multiple events (<i>go in car. By popcorn [popcorn]. sit fnt [front]</i>).</p> <p>Ex. After reading and discussing a non-fiction text, write about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>EEW.6.3.c-e.</b> N/A</p> <p><b>Level III Students will:</b></p> <p><b>EEW.6.3.a-b.</b> Introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>Ex. Write about a personal experience (e.g., <i>make bns [brownies]</i>), writing about himself (<i>me</i>) and mom (<i>mom</i>), and including two events (<i>cook. eat.</i>).</p> <p>Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes to write about an event (e.g., <i>Boston Tea Party</i>), the situation (<i>tea tax</i>), the actors (<i>colonists</i>), and the actions (<i>got on ships, threw tea in harbor</i>).</p> <p><b>EEW.6.3.c-e.</b> N/A</p> <p><b>Level II Students will:</b></p> <p><b>EEW.6.3.a-b.</b> With guidance and support, Introduce the experience or situation, at least one character, and two or more events in sequence.</p> <p>Ex. With guidance and support from a teacher who guides the student through each step of writing, write about a personal experience (e.g., going <i>siping [shopping]</i>).</p> <p>Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write about them using a template (e.g., This text is about [event]. The colonists [did what two things] because [what were they mad about].).</p> <p><b>EEW.6.3.c-e.</b> N/A</p> <p><b>Level I Students will:</b></p> <p><b>EEW.6.3.a-b.</b> With guidance and support, communicate about a personal experience.</p> <p>Ex. With the support of an adult who gets the student’s remnant book and turns the pages, select an artifact from the remnant book (e.g., movie ticket) and then use signs and gestures to say, “me go” which the adult writes on a sticky note and reads aloud and</p> |

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| <p>uses sensory language</p> <p>conveys experiences and events precisely</p> <p>uses a conclusion that follows from narrated experiences or events</p> |  |  |  |  | <p>sticks on the page in the book.</p> <p>Ex. Having seen a photo from a field trip, use a multi-message device to communicate about the experience (<i>Go farm. Happy.</i>), which the teacher will write below the photo and read aloud as the student observes.</p> <p><b>EEW.6.3.c-e.</b> N/A</p> |
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**Common Core ELA Pacing Guide**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                        |  |  |  |  |  |
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| <b>Strand: Writing</b>   |  | <b>Cluster: Production and Distribution of Writing</b>   | <b>Grade: 6</b>  | <b>Standard 4 (W.6.4)</b>  |  |
| 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 1–3 above.) | <b>Quarter 1:</b><br>Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable : <ul style="list-style-type: none"> <li>• idea development</li> <li>• strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience | <b>Quarter 2:</b><br>Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable : <ul style="list-style-type: none"> <li>• idea development</li> <li>• strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience | <b>Quarter 3:</b><br>Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable : <ul style="list-style-type: none"> <li>• idea development</li> <li>• strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience | <b>Quarter 4:</b><br>Analyze the reason for writing a piece to decide on: <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> Determine suitable : <ul style="list-style-type: none"> <li>• idea development</li> <li>• strategies</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience |  |
|  | Produce a writing piece that is clear and coherent with: <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience<br>(Grade-specific expectations and writing types are found in Writing standards1-3)  | Produce a writing piece that is clear and coherent with: <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience<br>(Grade-specific expectations and writing types are found in Writing standards1-3)  | Produce a writing piece that is clear and coherent with: <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience<br>(Grade-specific expectations and writing types are found in Writing standards1-3)  | Produce a writing piece that is clear and coherent with: <ul style="list-style-type: none"> <li>• idea development</li> <li>• organization</li> <li>• style</li> </ul> appropriate to task, purpose and audience<br>(Grade-specific expectations and writing types are found in Writing standards1-3)  |  |
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| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|--|--|--|--|--|---|
| <p>Students:</p> <p>are flexible in the use of development, organization, and style to produce clear and coherent writing appropriate to task, audience, and purpose</p> <p>apply this skill to a variety of styles of writing (opinion, informative / explanatory, and narrative)</p> | <p>"clear and coherent writing"</p> <p>development</p> <p>organization</p> <p>style</p> <p>"appropriate to task, purpose, and audience"</p> <p>"grade-specific expectations"</p> | <p>The student knows:</p> <p>qualities of clear and coherent writing</p> <p>purposes for a variety of types of writing</p> <p>potential audiences for a variety of types of writing</p> <p>techniques for developing ideas</p> <p>techniques for organizing writing</p> <p>techniques for creating consistent, appropriate style</p> | <p>Students understand that/are able to:</p> <p>produce clear and coherent writing</p> <p>analyze a writing task to determine what is required</p> <p>adapt writing to fulfill a specific purpose</p> <p>adapt writing to meet the needs of an audience</p> <p>develop ideas in a way appropriate to task and purpose</p> <p>organize thoughts in a way appropriate to task and purpose</p> <p>use style appropriate to task and purpose</p> <p>apply these skills to a variety of types of writing</p> <p>Students understand that the development, organization, and style of clear and coherent writing pieces are determined by task, purpose, and audience.</p> | <p><b>EEW.6.4.</b><br/>Produce writing that is appropriate for the task, purpose, or audience.</p> | <p><b>Level IV Students will:</b><br/><b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, and specific audience.<br/>Ex. Write a thank you note.<br/>Ex. Write a short research report stating the topic and providing supporting information as required by the assignment.<br/>Ex. Write a poem that has the desired language structure and content.</p> <p><b>Level III Students will:</b><br/><b>EEW.6.4.</b> Produce writing that is appropriate to the task, purpose, or audience.<br/>Ex. Write the schedule for the day.<br/>Ex. Write an e-mail to Mom and Dad about something needed for school.<br/>Ex. Write a note to a friend.<br/>Ex. Following the reading of a text with a predictable structure and content (e.g., <i>Yo Yes</i>), create new text following the structure and content (e.g., <i>Play ball? Okay.</i>).</p> <p><b>Level II Students will:</b><br/><b>EEW.6.4.</b> With guidance and support, produce writing that is appropriate to the task, purpose, or audience.<br/>Ex. Use a letter-writing rubric or set of reminders to write a thank you note.<br/>Ex. Use a ready-made set-up in multimedia software to write a short research report filling in the topic and two facts related to it.</p> <p><b>Level I Students will:</b><br/><b>EEW.6.4.</b> With guidance and support, produce writing for a variety of purposes.<br/>Ex. With guidance and support, write to sign name.<br/>Ex. With guidance and support, write to make a request.<br/>Ex. With guidance and support, write to respond to a direction.<br/>Ex. With guidance and support, use a letter-writing template to write an e-mail to an e-pal.</p> |

**Common Core ELA Pacing Guide**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>Strand: Writing</b>  |  | <b>Cluster: Production and Distribution of Writing</b>   | <b>Grade: 6</b>   | <b>Standard 5 (W.6.5)</b>   |  |
| <p>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 Language standards 1–3 up to and including grade 6 on page 52.)</p> | <p><b>Quarter 1:</b><br/>           With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52.)</p> | <p><b>Quarter 2:</b><br/>           With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52.)</p> | <p><b>Quarter 3:</b><br/>           With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52.)</p> <p>With some guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> </ul> <p>trying a new approach</p> | <p><b>Quarter 4:</b><br/>           With some guidance and support from peers and adults, students recognize how to:</p> <ul style="list-style-type: none"> <li>• plan</li> <li>• revise</li> <li>• edit</li> <li>• rewrite</li> <li>• try a new approach</li> </ul> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 6 on page 52.)</p> <p>With some guidance and support from peers and adults, students develop and strengthen writing by:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• revising</li> <li>• editing</li> <li>• rewriting</li> </ul> <p>trying a new approach</p> |  |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|--|--|---|--|--|---|
| <p>Students, with some guidance and support from adults and peers, develop and strengthen writing by:</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p> | <p>some guidance and support from adults and peers</p> <p>develop and strengthen writing as needed</p> <p>planning</p> <p>revising</p> <p>editing</p> <p>rewriting</p> <p>trying a new approach</p> <p>conventions</p> | <p>The student knows:</p> <p>when to use guidance and support from peers and adults</p> <p>qualities of well-developed and strong writing</p> <p>techniques for planning writing</p> <p>techniques for revising writing</p> <p>techniques for editing writing</p> <p>techniques for rewriting</p> <p>a variety of approaches to writing</p> | <p>Students understand that/are able to:</p> <p>use some adult and peer guidance and support to strengthen writing</p> <p>use planning, revision, editing, rewriting, or a new approach to strengthen writing</p> <p>produce writing that is well-developed and strong</p> <p>Students understand that planning, revising, editing, rewriting, and trying a new approach are critical to the development of strong writing pieces.</p> | <p><b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.</p> | <p><b>Level IV Students will:</b><br/> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan writing and revise writing using the editing process.<br/> Ex. After working with the teacher to brainstorm ideas for writing, use a personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.<br/> Ex. After reading a science text, take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with classmates, and revise based on their feedback.</p> <p><b>Level III Students will:</b><br/> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming and revise own writing by adding more information.<br/> Ex. After working with the teacher to brainstorm ideas for writing, they are then entered in a word bank for the student to use when writing, and add more information to own writing after sharing and getting suggestions from peers.<br/> Ex. After working with peers to brainstorm ideas for writing with the information in graphic organizer software, use the software to transform the organizer into an outline and add to the ideas in the outline.<br/> Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary, to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback.</p> <p><b>Level II Students will:</b><br/> <b>EEW.6.5.</b> With guidance and support from adults and peers, plan by brainstorming to strengthen own writing.<br/> Ex. Work with the teacher to read something the students have already written and brainstorm ideas of things to add to strengthen the writing.<br/> Ex. Work with peers to brainstorm ideas for writing and put the information in graphic organizer software.<br/> Ex. Work with the teacher and peers in writing groups to listen to each group member respond (“What I liked best about your writing . . . ,” “One question I have is . . . ?,” and “One suggestion I have is . . .”), and use that feedback to revise draft with teacher guidance.</p> <p><b>Level I Students will:</b><br/> <b>EEW.6.5.</b> With guidance and support from peers and adults, write.<br/> Ex. With guidance and support from peers, select words from a word bank for writing.<br/> Ex. With guidance and support from an adult, use partner-assisted scanning with two switches to direct the adult to say each letter of the alphabet (“Tell me the next one.”) and write desired letters (“Write that one for me.”).</p> |

**Common Core ELA Pacing Guide**  
**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |                   |   |   |                           |  |
|--|-------------------|---|---|---------------------------|--|
| <b>Strand: Writing</b>   |                   | <b>Cluster: Production and Distribution of Writing</b>  | <b>Grade: 6</b>   | <b>Standard 6 (W.6.6)</b> |  |
| 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.. | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Know how to download, save, upload, attach documents<br><br>Select appropriate word processing tools<br><br>Select appropriate tools for Communicating and collaborating<br><br>Evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others | <b>Quarter 3:</b><br><br>Use technology, including the Internet, to produce and publish writing<br><br>Use technology to interact and collaborate with others<br><br>Use keyboarding skills to type three or more pages in a single sitting | <b>Quarter 4:</b>         |  |
|  |                   |   |   |                           |  |



| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge   | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|---|---|---|--|---|
| <p>Students:</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>demonstrate sufficient command of keyboarding skills</p> <p>type a minimum of three pages in a single sitting</p> <p>use technology to interact and collaborate with others</p> | <p>use technology</p> <p>produce</p> <p>publish</p> <p>interact and collaborate with others</p> <p>sufficient command</p> <p>keyboarding skills</p> <p>minimum of three pages in single sitting</p> | <p>The student knows:</p> <p>technology can be used to produce and publish writing</p> <p>the Internet can be used to produce and publish writing</p> <p>techniques for using technology to interact and collaborate with peers</p> | <p>Students understand that/are able to:</p> <p>use technology to produce and publish writing</p> <p>use the Internet to produce and publish writing</p> <p>use keyboarding skills</p> <p>type a minimum of three pages in a single sitting</p> <p>use technology to interact and collaborate with others</p> <p>Students understand that technology and the Internet can be used efficiently, through skillful keyboarding, to effectively produce and publish writing and interact and collaborate with others.</p> | <p><b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.</p> | <p><b>Level IV Students will:</b><br/> <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.<br/> Ex. Work with a peer to use a website to learn about a topic, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.<br/> Ex. In a science lesson, after visiting a topically relevant website, use a talking word processor to draft notes, and then share what was learned with peers.</p> <p><b>Level III Students will:</b><br/> <b>EEW.6.6.</b> Use technology, including the Internet, to produce writing while interacting and collaborating with others.<br/> Ex. Navigate the Internet (e.g., using screen reader software), identify information about the selected topic, and use the information to write (e.g., using a talking word processor with an alternative keyboard), and share what was learned with classmates.<br/> Ex. Select images from the Internet and write about the images (e.g., using a talking word processor and word prediction software) and share what is learned with classmates.<br/> Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.<br/> Ex. In a science lesson, after visiting websites designated by the teacher, use talking word processor to draft notes and then share what was learned with peers.</p> <p><b>Level II Students will:</b><br/> <b>EEW.6.6.</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.<br/> Ex. Working with an adult, navigate the Internet to identify images to use in writing about a self-selected topic and interact with the teacher about each image and copy/paste selected pictures into writing project.<br/> Ex. Work with a group of peers to complete a research project, selecting images from the Internet and writing about the topic using talking word processors with peers helping the student stretch out the sounds in words to type words using word prediction software.</p> <p><b>Level I Students will:</b><br/> <b>EEW.6.6.</b> With guidance and support, use technology to participate in group writing projects.<br/> Ex. Use a switch to say “I like that.” (if they choose) when asked by group members what they think of pictures and text being developed by a small group.<br/> Ex. Use a camera to capture pictures that are then used in a story being developed by a small group and indicate “yes” or “no” when asked if accompanying text written by the group seems on target.</p> |

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**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |                   |  |                   |  |
|--|-------------------|--|-------------------|--|
| <b>Strand: Writing</b>   |                   | <b>Cluster: Build and Present Knowledge</b>  | <b>Grade: 6</b>   | <b>Standard 7 (W.6.7)</b>  |
| Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate   | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Apply appropriate research and inquiry methods to conduct a research project<br><br>Apply multiple resources to conduct short research projects<br><br>Determine sources to answer a research question<br><br>Narrow/Refocus the inquiry by selecting information from multiple sources which will support or justify the answer<br><br>Conduct steps for research to answer a question<br><br>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources | <b>Quarter 3:</b> | <b>Quarter 4:</b><br>Apply appropriate research and inquiry methods to conduct a research project<br><br>Apply multiple resources to conduct short research projects<br><br>Determine sources to answer a research question<br><br>Narrow/Refocus the inquiry by selecting information from multiple sources which will support or justify the answer<br><br>Conduct steps for research to answer a question<br><br>Conduct a short research project to answer a question with appropriate information derived from research in a variety of sources |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|---|---|---|---|---|--|
| <p>Students use several sources to conduct short research projects that:</p> <p>answer a question,</p> <p>continually refocusing inquiry based on investigation</p> | <p>short research project</p> <p>answer a question</p> <p>several sources</p> <p>refocusing the inquiry</p> | <p>Students know:</p> <p>research answers a question</p> <p>steps in the research process (i.e. develop multi-faceted questions, locate sources, evaluate sources, organize findings, etc.)</p> <p>thorough research uses several sources</p> <p>techniques for continually evaluating and refining an inquiry</p> <p>vocabulary: inquiry</p> | <p>Students understand that/are able to:</p> <p>select a topic for short research</p> <p>develop a single research question</p> <p>locate several sources to answer research question</p> <p>refocus inquiry continually based on findings</p> <p>use a graphic organizer to record thoughts</p> <p>answering questions through research</p> <p>Students understand that research is a process that involves answering a focused question by investigating several sources.</p> | <p><b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.</p> | <p><b>Level IV Students will:</b><br/> <b>EEW.6.7.</b> Conduct research to answer a question based on several sources of information.<br/> Ex. Conduct research using the Internet to gather information from several sources on a topic assigned by the teacher (e.g., The teacher asks students to identify the habitat and eating habits of prey and the student reads multiple websites to identify the information before writing the answer.).<br/> Ex. Use sticky notes to mark pages in several books where there is relevant information (e.g., What led to the Boston Tea Party?), and then write that information in a group research project.</p> <p><b>Level III Students will:</b><br/> <b>EEW.6.7.</b> Conduct research to answer a question based on two or more sources of information.<br/> Ex. Research two texts provided by the teacher to answer questions on an assigned topic (e.g., The teacher asks students to identify the habitat and eating habits of prey and gives students two texts that have the answers in it. Students read the texts in order to find the answers.).<br/> Ex. Research two webpages provided by the teacher to locate answers to questions on an assigned topic (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, the student reads the question, the webpage, and then writes an answer to the question, then advances to the next webpage and repeats.).</p> <p><b>Level II Students will:</b><br/> <b>EEW.6.7.</b> With guidance and support, conduct research to answer a question based on one source of information.<br/> Ex. Use a webpage and a word bank provided by the teacher to answer questions in slot-filler sentences to write about information found (e.g., The teacher creates a ready-made set-up for the interactive whiteboard that first presents a question, then presents a webpage that includes the answer, and a word bank with fill-in-the-blank sentences to support writing. The student reads the question and webpage using the screen reader and then writes an answer to the question using the word bank.).<br/> Ex. Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</p> <p><b>Level I Students will:</b><br/> <b>EEW.6.7.</b> Participate in group research and writing activities.<br/> Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads information that is important, and listen and observe as the teacher reads it aloud and points to the words.<br/> Ex. Use a multiple message voice output device to ask questions programmed by the teacher (e.g., “What does it say? Is that good? Should we look at something else?”) that guide the group in completing the research project.<br/> Ex. Explore two webpages with peers using a screen reader, choose one piece of information from each, type letters about them while Level III or II peer type short notes and read them aloud.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.             |                   |  |                   |                           |
|--|-------------------|--|-------------------|---------------------------|
| <b>Strand: Writing</b>   |                   | <b>Cluster: Build and Present Knowledge</b>  | <b>Grade: 6</b>   | <b>Standard 8 (W.6.8)</b> |
| 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 | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Recognize a credible source<br><br>Define plagiarism<br><br>Quote information from a source<br><br>Identify and provide basic bibliographic information for sources<br><br>Gather relevant information from print and digital sources<br><br>Paraphrase the data and conclusions of others<br><br>Assess the credibility of each source<br><br>Determine when to credit sources to avoid plagiarism | <b>Quarter 3:</b> | <b>Quarter 4:</b>         |
|  |                   |  |                   |                           |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|--|---|---|--|---|
| <p>Students learn relevant information from multiple credible print and digital sources by:</p> <p>quoting or paraphrasing data</p> <p>conclusions</p> <p>avoiding plagiarism</p> <p>providing a basic bibliography</p> | <p>gather relevant information</p> <p>multiple print and digital sources</p> <p>assess the credibility</p> <p>quote or paraphrase data and conclusions</p> <p>avoiding plagiarism</p> <p>basic bibliographic information</p> | <p>Students know:</p> <p>difference between print and digital sources</p> <p>techniques for assessing credibility of sources</p> <p>techniques for avoiding plagiarism (quoting sources or paraphrasing)</p> <p>a process for note-taking during and after reading</p> <p>what to include in a basic bibliography</p> <p>vocabulary: bibliography, plagiarism, paraphrase</p> | <p>Students understand that/are able to:</p> <p>locate relevant print and digital sources</p> <p>gather relevant information from print and digital sources</p> <p>assess credibility of each source</p> <p>take notes on sources</p> <p>quote or paraphrase data and conclusions</p> <p>avoid plagiarism</p> <p>provide basic bibliographic information</p> <p>Students understand that research involves systematically gathering information from multiple credible print and digital sources, avoiding plagiarism, and creating a basic bibliography.</p> | <p><b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.</p> | <p><b>Level IV Students will:</b><br/> <b>EEW.6.8.</b> Select quotes from print or digital sources that provide information about a topic.<br/> Ex. Given a passage projected on an interactive whiteboard, highlight portions that provide information about the topic and write notes on the information they provide.<br/> Ex. Given a book, mark informative quotes with sticky notes and write notes on the information they provide.</p> <p><b>Level III Students will:</b><br/> <b>EEW.6.8.</b> Identify quotes from print or digital sources that provide information about a topic.<br/> Ex. Given a selection of quotes from a text on a given topic, identify which quotes specifically address the topic and, following teacher-led discussion, write what they mean.</p> <p><b>Level II Students will:</b><br/> <b>EEW.6.8.</b> With guidance and support, identify quotes on a given topic from a familiar print or digital source.<br/> Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes that did and did not come from the text.<br/> Ex. After engaging in shared or guided reading of a text about a given topic, identify quotes from the book that relate to the topic.</p> <p><b>Level I Students will:</b><br/> <b>EEW.6.8.</b> With guidance and support while engaging in shared reading of a text, identify words related to a topic.<br/> Ex. Use a single message voice output device during shared reading to say, “That’s one” when the teacher reads words related to the given topic, and the teacher adds the words to a book chart, reading them aloud as the student observes and listens.<br/> Ex. During shared reading, given a list of words (some of which are included in the text), identify those that are relevant.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.  |   |   |                          |   |
|---|---|---|--------------------------|---|
| <b>Strand: Writing</b>  |   | <b>Cluster: Text Types and Purposes</b>   | <b>Grade: 6</b>          | <b>Standard 9 (W.6.9)</b>   |
| <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</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”).</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”).</p> | <p><b>Quarter 1:</b><br/>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p> | <p><b>Quarter 2:</b><br/>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p> | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b><br/>Identify key ideas and details which provide evidence to support conclusions about the text accessed through research</p> <p>Cite textual evidence to support analysis of what the text says explicitly</p> <p>Draw evidence from key ideas and details as support for research</p> <p>Analyze key ideas and details in a text as evidence for support understanding of text</p> <p>Reflect on key ideas and details in a text as evidence for support understanding of text</p> |

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge   | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|---|---|---|--|--|
| <p>Students critically read literature and literary nonfiction and use writing to:</p> <p>compare and contrast text in different forms or genres in terms of their approaches to similar themes and topics</p> <p>trace and evaluate the argument and specific claims in a text</p> <p>distinguishing claims that are supported by reasons and evidence from claims that are not</p> | <p>literary text</p> <p>informational text</p> <p>analysis</p> <p>reflection</p> <p>research</p> <p>compare and contrast</p> <p>forms or genres</p> <p>stories</p> <p>poems</p> <p>historical novels</p> <p>fantasy stories</p> <p>similar themes</p> <p>similar topics</p> <p>literary nonfiction</p> <p>trace and evaluate</p> <p>specific claims</p> <p>supported by reasons</p> | <p>Students know:</p> <p>elements of analytical, reflective, and research-based writing</p> <p>varying techniques for critical reading of literature and literary nonfiction</p> <p>techniques for note-taking during and after reading</p> <p>techniques for composing academic writing including descriptions, explanations, and comparisons and contrasts</p> <p>how different forms and genres approach similar themes and topics</p> <p>arguments and claims should be supported by reasons and evidence</p> | <p>Students understand that/are able to:</p> <p>compose an analytical, reflective, or research-based piece in response to a literature and literary nonfiction</p> <p>analyze a prompt about a text to determine what is being asked</p> <p>form ideas in response to a prompt about a text</p> <p>support ideas with evidence from a text</p> <p>explain how different forms and genres approach similar themes and topics</p> <p>trace and evaluate an argument and specific claims</p> <p>Students understand that analysis, reflection, and</p> | <p><b>EEW.6.9.</b> Use information from literary and informational text to support writing.</p> <p>Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p> <p>Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”).</p> | <p><b>Level IV Students will:</b></p> <p><b>EEW.6.9.a.</b> N/A</p> <p><b>EEW.6.9.b.</b> N/A</p> <p><b>Level III Students will:</b></p> <p><b>EEW.6.9.a.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p> <p>Ex. After reading a book and watching a video version of the same story, write to describe what they like and did not like about the different presentations (e.g., <i>like pictures in book, like to watch movies</i>).</p> <p>Ex. After reading two versions of the Cinderella story, complete a same/different chart, listing similarities and differences in the two sources.</p> <p>Ex. After reading a poem and listening to the poet read it aloud, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>EEW.6.9.b.</b> Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”).</p> <p>Ex. Using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. - Not safe. Scary. Homework help.</i>).</p> <p>Ex. Write a claim found in a website ad and list reasons it is exaggerated.</p> <p><b>Level II Students will:</b></p> <p><b>EEW.6.9.a.</b> With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</p> <p>Ex. Write words or phrases from a list to identify what is the same between a text and a video of the same story.</p> <p>Ex. After reading two versions of the Cinderella story, complete a same/different chart with teacher guidance and support, listing similarities and differences in the two sources.</p> <p>Ex. After reading a poem and listening to the poet read it aloud, with teacher guidance and support, complete notes in a Venn diagram in graphic organizer software, listing what is unique to the two experiences and what is the same.</p> <p><b>EEW.6.9.b.</b> With guidance and support, apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational text (e.g., “Distinguish claims in a text supported by reason.”).</p> |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  | <p>and evidence<br/><br/>(familiar with grade 6 reading standards)</p> |  | <p>research are strengthened by citing relevant evidence from appropriate texts.</p> |  | <p>Ex. With guidance and support, using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. - Not safe. Scary. Homework help.</i>).</p> <p>Ex. With guidance and support, write a claim found in an ad and what makes it exaggerated.</p> <p>Ex. Using an article from the newspaper, write the words or phrase that stated a claim and what makes them reasonable (e.g., <i>Young children should not be left home alone. - Not safe. Scary. Homework help.</i>).</p> <p><b>Level I Students will:</b><br/> <b>EEW.6.9.a.</b> With guidance and support, participate in shared writing activities that follow up shared reading activities.</p> <p>Ex. During a shared reading/writing lesson, use a single message voice output device to say, “Write that down,” when the teacher reads a detail or idea that is important and listens and observes as the teacher writes the words and reads them aloud.</p> <p>Ex. During shared reading of text projected on an interactive whiteboard, indicate with “yes” or “no” whether they think highlighted text chosen by peers is important and listen as peers defend choice in text.</p> |
|--|--|--|--|--|---|



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**College and Career Readiness (CCR) Anchor Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

| <b>Strand: Writing</b>   | <b>Cluster: Range of Writing</b>  | <b>Grade: 6</b>   | <b>Standard 10 (W.6.10)</b>   |   |
|--|---|---|---|---|
| <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p><b>Quarter 1:</b><br/>           Identify:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>           for various types of writing</p> <p>Identify the organizational structures for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Determine appropriate organizational structure to use for various types of writing dependent upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Write for various:<br/> <ul style="list-style-type: none"> <li>• tasks</li> <li>• purposes</li> <li>• audiences</li> </ul>           over both extended and shorter time frames</p> | <p><b>Quarter 2:</b><br/>           Identify:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>           for various types of writing</p> <p>Identify the organizational structures for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Determine appropriate organizational structure to use for various types of writing dependent upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Write for various:<br/> <ul style="list-style-type: none"> <li>• tasks</li> <li>• purposes</li> <li>• audiences</li> </ul>           over both extended and shorter time frames</p> | <p><b>Quarter 3:</b><br/>           Identify:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>           for various types of writing</p> <p>Identify the organizational structures for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Determine appropriate organizational structure to use for various types of writing dependent upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Write for various:<br/> <ul style="list-style-type: none"> <li>• tasks</li> <li>• purposes</li> <li>• audiences</li> </ul>           over both extended and shorter time frames</p> | <p><b>Quarter 4:</b><br/>           Identify:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul>           for various types of writing</p> <p>Identify the organizational structures for various types of writing</p> <p>Determine when to write for either extended and/or shorter time frames based upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Determine appropriate organizational structure to use for various types of writing dependent upon:<br/> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> </ul> </p> <p>Write for various:<br/> <ul style="list-style-type: none"> <li>• tasks</li> <li>• purposes</li> <li>• audiences</li> </ul>           over both extended and shorter time frames</p> |

| <b>Evidence of Student Attainment/Assessment</b>  | <b>Vocabulary</b>  | <b>Knowledge</b>  | <b>Skills</b>   | <b>Common Core Essential Elements</b> | <b>Instructional Achievement Level Descriptors</b> |
|---|--|---|---|---------------------------------------|--|
| <p>With practice and support, students:</p> <p>produce writing for a range of tasks, purposes, and audiences, including writing in short and/or extended time frames.</p> | <p>write routinely</p> <p>range of tasks, purposes, and audiences</p> <p>extended time frames</p> <p>shorter time frames</p> | <p>Students know:</p> <p>techniques for writing in short and/or extended time frames</p> <p>task specific writing procedures</p> <p>techniques for creating writing appropriate for specific audiences and purposes</p> | <p>Students understand that/are able to:</p> <p>complete various pieces of writing over varying lengths of time</p> <p>organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings</p> <p>Students understand that writing pieces are organized and developed based on task, audience, and purpose.</p> |                                       |  |

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|   |                   |   |  |                            |
|---|-------------------|---|--|----------------------------|
| <b>College and Career Readiness (CCR) Anchor Standard 1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |                   |   |  |                            |
| <b>Strand: Speaking and Listening</b>   |                   | <b>Cluster: Comprehension and Collaboration</b> | <b>Grade: 6</b>  | <b>Standard 1 (SL.6.1)</b> |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.                     | <b>Quarter 1:</b> | <b>Quarter 2:</b>                               | <b>Quarter 3:</b><br>Identify key ideas from reading material<br><br>Identify components of a collegial discussion and planning<br><br>Recognize multiple perspectives and opposing viewpoints posed during discussions or presentations<br><br>Reflect on discussion topics using evidence from the text, issue, and/or topic<br><br>Define individual roles for particular discussions<br><br>Collaborate to set goals and deadlines<br><br>Evaluate implementation of collegial discussions<br><br>Justify ideas and responses shared with evidence from topic or text<br><br>Formulate comments, questions, and responses based on evidence from the text or topic | <b>Quarter 4:</b>          |
| 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  |                   |   |  |                            |

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| <p>ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</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.</p> <p>d. Review the key idea expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> |  |  | <p>Paraphrase and reflect on multiple perspectives posed in discussions</p> <p>Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 6 topics and texts</p> <p>Follow agreed-upon rules during discussion</p> <p>Carry out assigned roles during discussion</p> <p>Pose specific questions to clarify understanding and probe ideas presented</p> <p>Respond to questions with detail, using evidence from the topic or text</p> <p>Connect comments to the remarks of others</p> <p>Express ideas clearly referencing evidence from the topic or text</p> |  |
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| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
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| <p>Students engage effectively in a range of discussions with a variety of participants, demonstrating the ability to:</p> <ul style="list-style-type: none"> <li>be prepared by reading or studying required materials</li> <li>refer to evidence in order to explore and use ideas gained from preparation</li> <li>follow rules for collegial discussions</li> <li>ask and answer specific questions</li> <li>make comments that contribute to the discussion</li> <li>contribute comments that elaborate on the remarks of others</li> <li>review key ideas</li> </ul> <p>Version 3 2015-2016<br/>use reflection and paraphrasing to</p> | <ul style="list-style-type: none"> <li>range of collaborative discussions</li> <li>diverse partners</li> <li>grade 6 topics, texts, and issues</li> <li>rules for collegial discussions</li> <li>individual roles</li> </ul> | <p>Students know:</p> <ul style="list-style-type: none"> <li>techniques to prepare for discussions (reading, studying, investigating, reflecting)</li> <li>how to incorporate evidence about the topic into the discussion</li> <li>rules for collegial discussions</li> <li>techniques to pose and respond to questions to increase information and add details</li> <li>how to ask questions to aid understanding</li> <li>techniques to elaborate on the remarks of others</li> <li>the value of reviewing key ideas expressed during the discussion</li> </ul> | <p>Students understand that/are able to:</p> <ul style="list-style-type: none"> <li>prepare for collaborative discussions by reading, studying, investigating, and reflecting</li> <li>use evidence gained during preparation to explore ideas during the discussion</li> <li>listen attentively to discussions about grade 6 topics, texts, and issues</li> <li>contribute to discussions about grade 6 topics, texts, and issues</li> <li>follow rules for collegial discussions</li> <li>contribute to collegial discussions</li> <li>discuss topics, text, or issues one-on-one or</li> </ul> | <p><b>EESL.6.1.</b> Participate in collaborative discussions.</p> <ul style="list-style-type: none"> <li>Prepare for discussion through prior study.</li> <li>With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</li> <li>Ask and answer questions specific to the topic, text, or issue under discussion.</li> <li>Restate key ideas expressed in the discussion.</li> </ul> | <p><b>Level IV Students will:</b></p> <p><b>EESL.6.1.a.</b> Prepare for discussions through prior study combined with the preparation of notes or other support materials.<br/>Ex. Get ready for a discussion with peers by reading a text, highlighting the important parts or writing key ideas on sticky notes.<br/>Ex. Get ready for a discussion on a science topic by watching a video while marking key ideas on a listening guide provided by the teacher.</p> <p><b>EESL.6.1.b.</b> Follow simple, agreed-upon rules for discussions and carry out assigned role.<br/>Ex. Having been assigned a role for a literature circle discussion, fulfill a role in the group.<br/>Ex. Per the class norms for discussions, use “I” statements, wait for a peer to finish before talking, and restate when asked.</p> <p><b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion and include details when answering questions.<br/>Ex. During a discussion with peers about a text, answer specific questions about the topic and provide details.<br/>Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions with details (e.g., “Lots of animals in park. Bear. Buffalo.”).</p> <p><b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion including own ideas.<br/>Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.” Then, respond correctly when the teacher asks, “What key ideas did you think of?”<br/>Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas including own ideas (e.g., “Lincoln was president in Civil War. Lincoln was great president.”).</p> <p><b>Level III Students will:</b></p> <p><b>EESL.6.1.a.</b> Prepare for discussion through prior study.<br/>Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about . . . ).<br/>Ex. Prepare for a discussion about a science topic by watching a video on the topic prior to the discussion.<br/>Ex. Prepare for a discussion by using the Internet to view information on the topic to be discussed.</p> <p><b>EESL.6.1.b.</b> With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</p> |

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| <p>understand multiple perspectives</p> |  | <p>reflection and paraphrasing aids in understanding other perspectives</p> | <p>in groups</p> <p>participate in teacher-led discussions</p> <p>ask and answer specific questions</p> <p>elaborate on the remarks of others</p> <p>review key ideas expressed during the discussion</p> <p>understand multiple perspectives through reflection and paraphrasing</p> <p>Students will understand that engaging in effective collaborative discussions involve preparation, following rules for collegial discussions, posing and responding to questions, elaborating details, and understanding multiple perspectives.</p> |  | <p>Ex. Having been assigned a role for a literature circle discussion, fulfill the role with support from peers in the group.</p> <p>Ex. Given an object to help the group insure that only one student is talking at a time, listen while peers are talking and share own ideas when holding the object.</p> <p><b>EESL.6.1.c.</b> Ask and answer questions specific to the topic, text, or issue under discussion.</p> <p>Ex. During a discussion with peers about a text, ask specific questions about the comments of peers (e.g., “Why did she do that?”) and answer questions when asked by peers (e.g., “What do you think?”).</p> <p>Ex. During a discussion with peers about current events, ask specific questions (e.g., “What happened to him?”) and answer questions (e.g., “Have you ever been there?”).</p> <p><b>EESL.6.1.d.</b> Restate key ideas expressed in the discussion.</p> <p>Ex. After a discussion about a book chapter, restate two key ideas when the teacher asks, “Tell me two important things to remember about the chapter.”</p> <p>Ex. After a discussion about the results of a science experiment, use a multiple message voice output device to restate key ideas.</p> <p><b>Level II Students will:</b></p> <p><b>EESL.6.1.a.</b> Prepare for discussions.</p> <p>Ex. Get ready for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.).</p> <p>Ex. Prepare for a discussion by preprogramming or organizing messages on a voice output communication device.</p> <p>Ex. Prepare for a discussion by making a list of ideas, words, or information to share.</p> <p><b>EESL.6.1.b.</b> Contribute to classroom discussions.</p> <p>Ex. Use a multiple message voice output device to add comments during a discussion offered spontaneously without attention to rules.</p> <p>Ex. Add to the discussion when directly prompted to (e.g., “Tell us what you think.”).</p> <p><b>EESL.6.1.c.</b> Answer questions about the topic under discussion.</p> <p>Ex. Respond to others when addressed during a discussion.</p> <p>Ex. During a discussion, respond to a question using a message on a multiple message voice output device.</p> <p>Ex. During a discussion, respond to a question by combining symbols on a multiple message voice output device.</p> <p><b>EESL.6.1.d.</b> Identify key ideas expressed in the discussion.</p> <p>Ex. After participating in a discussion, identify from a list of statements the key ideas that were discussed.</p> <p>Ex. After participating in a discussion during which the teacher lists ideas, identify those from the list that were key to the discussion.</p> |
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|  |  |  |  | <p><b>Level I Students will:</b></p> <p><b>EESL.6.1.a.</b> With support, review pictures, symbols, objects, or artifacts to use in a discussion.<br/> Ex. Prior to participating in a discussion on a science topic, interact with a variety of illustrations or objects related to the topic (e.g., look at a picture of Stonewall Jackson before the teacher discusses the Battle of Bull Run).<br/> Ex. Prior to participating in a discussion, preview pre-stored messages on a multiple message communication device with a peer.</p> <p><b>EESL.6.b.</b> When prompted, add prepared information to a discussion.<br/> Ex. Use a single message voice output device to add to a discussion when asked.<br/> Ex. When prompted, look at a picture drawn in preparation for the discussion and tell the group about it.</p> <p><b>EESL.6.1.c.</b> Answer questions during a discussion using preprogrammed or practiced responses.<br/> Ex. During a discussion, respond to a question using a message on a single message voice output device.<br/> Ex. During a discussion, respond to a question by looking at a symbol from an array that has been used to rehearse the question prior to the discussion.<br/> Ex. During a discussion, select from consistently used/generic overlays to respond to questions. (e.g., “I know,” “That’s right,” “No way,” “I’m not sure.”).</p> <p><b>EESL.6.1.d.</b> With support, identify a key issue after the discussion.<br/> Ex. After a discussion from which the teacher creates a visual display of the key ideas that are shared, identify from the visual display a key idea.<br/> Ex. After a discussion from which the teacher creates an audio recording of the key ideas that are shared, identify from the recording a key idea.</p> |
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**Common Core ELA Pacing Guide**  
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| <b>College and Career Readiness (CCR) Anchor Standard 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |                          |  |
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| <b>Strand: Speaking and Listening</b>   |  | <b>Cluster: Comprehension and Collaboration</b>  | <b>Grade: 6</b>          | <b>Standard 2 (SL.6.2)</b>   |
| 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><b>Quarter 1: Introduce</b><br/>           Identify details and information that contribute to the :</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul> <p>of various media formats</p> <p>Interpret information presented in various media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how information contributes to a:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue</li> </ul> <p>under study</p> | <p><b>Quarter 2:</b><br/>           Identify details and information that contribute to the :</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul> <p>of various media formats</p> <p>Interpret information presented in various media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how information contributes to a:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue</li> </ul> <p>under study</p> | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b><br/>           Identify details and information that contribute to the :</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue under study</li> </ul> <p>of various media formats</p> <p>Interpret information presented in various media and formats (e.g., visually, quantitatively, orally)</p> <p>Explain how information contributes to a:</p> <ul style="list-style-type: none"> <li>• topic</li> <li>• text</li> <li>• issue</li> </ul> <p>under study</p> |



| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors   |
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| <p>During or after listening or viewing, students:</p> <p>interpret information presented in diverse media formats</p> <p>explain how information presented in diverse media formats contributes to the topic, text, or issue under study</p> | <p>interpret diverse media and formats (e.g., visually, quantitatively, orally) how it contributes</p> | <p>Students know:</p> <p>techniques to interpret information seen or heard in diverse media and formats</p> <p>techniques for considering how information contributes to the topic, text, or issue under study</p> <p>vocabulary words: interpret, contribute</p> | <p>Students understand that/are able to:</p> <p>interpret information seen or heard in diverse media and formats</p> <p>consider how information contributes to the topic, text, or issue under study</p> <p>Students understand that listeners or viewers form a thorough understanding of a topic, text, or issue by evaluating the credibility and accuracy of information presented in diverse media and formats.</p> | <p><b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.</p> | <p><b>Level IV Students will:</b><br/> <b>EESL.6.2.</b> Describe how information presented in graphical, oral, visual, or multimodal formats relates to a topic or text.<br/> Ex. When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations and tell how it relates to the topic.<br/> Ex. When shown a graphic organizer completed by the group displaying the main idea and details from a book, describe how the details relate to the main idea.</p> <p><b>Level III Students will:</b><br/> <b>EESL.6.2.</b> Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic or text.<br/> Ex. When shown an illustration to support a topic being discussed in class, point to various parts of the illustrations that relate to the topic.<br/> Ex. When shown an animation (e.g., a plant growing), identify the information that is depicted (e.g., seed planted, roots grow, stem forms, etc.).</p> <p><b>Level II Students will:</b><br/> <b>EESL.6.2.</b> Identify graphical, oral, visual, or multimodal displays that relate to a topic or text.<br/> Ex. When shown several illustrations from an informational text, identify one that relates to the topic being discussed.<br/> Ex. When shown an array of animations (e.g., a plant growing), identify one that relates to the topic.</p> <p><b>Level I Students will:</b><br/> <b>EESL.6.2.</b> Match a missing element to the appropriate oral, visual, or multimodal display.<br/> Ex. Given a choice of three words, select the appropriate word to complete a sentence a teacher reads from a familiar text.<br/> Ex. Given a picture of a leaf from a plant, identify the photo from which the leaf is missing.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  |                   |   |                   |                            |  |
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| <b>Strand: Speaking and Listening</b>  |                   | <b>Cluster: Comprehension and Collaboration</b>   | <b>Grade: 6</b>   | <b>Standard 3 (SL.6.3)</b> |  |
| Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Define and identify: <ul style="list-style-type: none"> <li>• arguments</li> <li>• claims</li> <li>• reasons</li> <li>• evidence</li> </ul> Distinguish between supported and unsupported claims<br><br>Delineate a speaker's argument and specific claims | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |  |
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| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge  | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors   |
|---|--|--|---|--|---|
| <p>During or after listening or viewing, students:</p> <p>delineate arguments and claims</p> <p>distinguish claims that are supported by reasons and evidence from those that are not</p> | <p>delineate</p> <p>argument</p> <p>specific claims</p> <p>distinguishing</p> <p>reasons</p> <p>evidence</p> | <p>The student knows:</p> <p>techniques for attentive listening</p> <p>the relationship between an argument and specific claims</p> <p>techniques for recording a speaker's arguments, specific claims, supporting reasons, and evidence</p> <p>signal words included in speeches to indicate transitions or relationships between ideas</p> | <p>Students understand that/are able to listen attentively to a speaker to delineate:</p> <p>main argument(s)</p> <p>specific claims</p> <p>claims supported by evidence</p> <p>claims not supported by evidence</p> <p>The student understands that discerning listening involves critiquing and evaluating.</p> | <p><b>EESL.6.3.</b> Identify points the speaker makes to support an argument or claim.</p> | <p><b>Level IV Students will:</b><br/> <b>EESL.6.3.</b> Identify the argument or claim a speaker makes and the points that support it.<br/> Ex. When a guest speaker leaves the class, tell the teacher what the speaker talked about (e.g., “Community-based recycling is important.”) and points the speaker gave to support it.<br/> Ex. After listening to the principal explain the new rules about lunch, tell that the principal explained the new lunch rules and state two reasons why the rules were changed.</p> <p><b>Level III Students will:</b><br/> <b>EESL.6.3.</b> Identify points that the speaker makes to support an argument or claim.<br/> Ex. When asked why the speaker thinks community-based recycling is important, identify two points the speaker gave.<br/> Ex. After listening to the principal explain the new rules about lunch, tell two reasons why the rules were changed.</p> <p><b>Level II Students will:</b><br/> <b>EESL.6.3.</b> Identify the main point a speaker makes.<br/> Ex When given three choices (e.g., community-based recycling: [1] is important for everyone, [2] saves resources, and [3] reduces waste.), indicate, when asked, that the speaker’s main point was that community-based recycling is important for everyone.<br/> Ex. After listening to the principal explain the new rules about lunch and provided with three choices (e.g., new rules, change of lunch menu, bad behavior in the lunch room), identify the new rules as the main point of the principal’s comments.</p> <p><b>Level I Students will:</b><br/> <b>EESL.6.3.</b> Recognize speaker.<br/> Ex. Establish eye gaze with speaker when spoken to.<br/> Ex. Face toward the speaker while he or she is speaking.<br/> Ex. Nod or otherwise acknowledge the speaker when directly addressed.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |                   |   |                   |                            |
| <b>Strand: Speaking and Listening</b>   |                   | <b>Cluster: Presentation of Knowledge and Ideas</b>   | <b>Grade: 6</b>   | <b>Standard 4 (SL.6.4)</b> |
| 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.   | <b>Quarter 1:</b> | <b>Quarter 2:</b>   | <b>Quarter 3:</b> | <b>Quarter 4:</b>          |
|   |                   | Identify: <ul style="list-style-type: none"> <li>• findings</li> <li>• claims</li> <li>• descriptions</li> <li>• facts</li> <li>• details</li> <li>•</li> </ul> Identify: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume</li> <li>• clear pronunciation</li> </ul> Determine: <ul style="list-style-type: none"> <li>• logical sequence</li> <li>• pertinent descriptions</li> <li>• facts and details that accentuate ideas or themes</li> </ul> Give oral presentation to present claims and findings: <ul style="list-style-type: none"> <li>• sequencing ideas logically using pertinent</li> <li>• descriptions</li> <li>• facts</li> <li>• details</li> </ul> to accentuate main ideas or themes |                   |                            |
|   |                   | Use: <ul style="list-style-type: none"> <li>• appropriate eye contact</li> <li>• adequate volume</li> <li>• clear pronunciation</li> </ul>  |                   |                            |

| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
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| <p>Using appropriate eye contact, adequate volume, and clear pronunciation, students:</p> <p>present claims and findings in a logical sequence</p> <p>use pertinent descriptions, facts, and details to accentuate main ideas or themes</p> | <p>claims and findings</p> <p>sequencing ideas logically</p> <p>pertinent descriptions, facts, and details</p> <p>accentuate main ideas or themes</p> <p>appropriate eye contact</p> <p>adequate volume</p> <p>clear pronunciation</p> | <p>The student knows:</p> <p>pertinent descriptions, facts, and details</p> <p>accentuate main ideas or themes</p> <p>importance of appropriate eye contact, adequate volume, and clear pronunciation</p> | <p>Students understand that/are able to:</p> <p>present claims and findings while speaking</p> <p>sequence ideas logically while speaking</p> <p>use pertinent descriptions, facts, and details to accentuate main ideas or themes while speaking</p> <p>use appropriate eye contact</p> <p>use adequate volume</p> <p>use clear pronunciation</p> <p>Students understand that the technique, ideas, and organization of a speaker impact the engagement and understanding of the audience.</p> | <p><b>EESL.6.4.</b> Present findings including descriptions, facts, or details related to a topic.</p> | <p><b>Level IV Students will:</b><br/> <b>EESL.6.4.</b> Present own findings including descriptions, facts, or details related to a topic.<br/> Ex. State the topic of one’s own presentation and share specific descriptions of facts and details related to the topic.<br/> Ex. Using a multimedia presentation on an interactive whiteboard, present self-selected pictures of rocks and minerals, and present facts or details about each.</p> <p><b>Level III Students will:</b><br/> <b>EESL.6.4.</b> Present findings including descriptions, facts, or details related to a topic.<br/> Ex. After working with a group to create a presentation on rocks and minerals, present the findings including details regarding the rocks and mineral samples that are being passed around the class.<br/> Ex. After working with an adult to create a report on a self-selected topic, present the report including a clear statement of the topic and facts related to it.</p> <p><b>Level II Students will:</b><br/> <b>EESL.6.4.</b> Present findings including details related to a familiar, personally relevant topic.<br/> Ex. After working with a group to create a presentation on hobbies, present one or two details.<br/> Ex. Show the class own collection and tell details related to it.</p> <p><b>Level I Students will:</b><br/> <b>EESL.6.4.</b> Indicate a detail from a presentation on a selected topic.<br/> Ex. Use a switch to indicate whether a detail was in a recent media presentation.<br/> Ex. During a media presentation, vocalize or gesture to communicate when a detail is stated.</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |                   |   |  |  |
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| <b>Strand: Speaking and Listening</b>   |                   | <b>Cluster: Presentation of Knowledge and Ideas</b> | <b>Grade: 6</b>  | <b>Standard 5 (SL.6.5)</b>   |
| <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>  | <b>Quarter 1:</b> | <b>Quarter 2:</b>                                   | <p><b>Quarter 3:</b><br/>           Recognize multimedia components</p> <p>Clarify information</p> <p>Determine what multimedia components :</p> <ul style="list-style-type: none"> <li>• graphics</li> <li>• images</li> <li>• music</li> <li>• sound</li> </ul> <p>will best clarify information in presentations</p> <p>Include technology with multiple components:</p> <ul style="list-style-type: none"> <li>• music</li> <li>• images</li> <li>• graphics</li> <li>• sound</li> </ul> <p>in a presentation to clarify information.</p> <p>Incorporate visual displays in a presentation to clarify information.</p> | <p><b>Quarter 4:</b><br/>           Recognize multimedia components</p> <p>Clarify information</p> <p>Determine what multimedia components :</p> <ul style="list-style-type: none"> <li>• graphics</li> <li>• images</li> <li>• music</li> <li>• sound</li> </ul> <p>will best clarify information in presentations</p> <p>Include technology with multiple components:</p> <ul style="list-style-type: none"> <li>• music</li> <li>• images</li> <li>• graphics</li> <li>• sound</li> </ul> <p>in a presentation to clarify information.</p> <p>Incorporate visual displays in a presentation to clarify information.</p> |
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| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills  | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|---|--|---|---|---|--|
| <p>Students:</p> <p>include multimedia components and visual displays to clarify information in presentations</p> | <p>multimedia components</p> <p>graphics</p> <p>images</p> <p>music</p> <p>sound</p> <p>visual displays</p> <p>presentations</p> <p>to clarify information</p> | <p>Students know:</p> <p>varied multimedia components including: graphics, images, music, and sound</p> <p>when multimedia components and visual displays could be used to clarify information</p> <p>techniques for creating multimedia components or visual displays that clarify information</p> | <p>Students understand that/are able to:</p> <p>clarify information in a presentation through the use of graphics, images, music, sound, and visual displays</p> <p>Students understand that a speaker can clarify information through multimedia components and visual displays.</p> | <p><b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.</p> | <p><b>Level IV Students will:</b><br/> <b>EESL.6.5.</b> Create an auditory, visual, or tactual display to enhance and clarify information in the presentations.<br/> Ex. In a presentation about different types of trees, make a drawing that shows the similar parts of all trees.<br/> Ex. Create a playlist of music to enhance and clarify the information in a presentation.</p> <p><b>Level III Students will:</b><br/> <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to clarify the information in presentations.<br/> Ex. Select from a gallery, a display to use in a presentation that shows different foods derived from corn.<br/> Ex. Select illustrations or photos that show the parts of plants and clearly differentiate each part from the others.</p> <p><b>Level II Students will:</b><br/> <b>EESL.6.5.</b> Select an auditory, visual, or tactual display to accompany a presentation.<br/> Ex. Choose a display from a provided array related to the topic of the presentation, such as a picture of a cat to go with a presentation on felines.<br/> Ex. Selects pictures or illustrations of plants to accompany a presentation on the parts of plants.</p> <p><b>Level I Students will:</b><br/> <b>EESL.6.5.</b> Select from an array of appropriate auditory, visual, or tactual display to accompany a presentation.<br/> Ex. Given a choice of three pictures of plants, choose one for the group to use in its presentation on plants.<br/> Ex. Given a choice of two quartz rocks, choose one for the group to pass around to the audience during their presentation on rocks and minerals.</p> |

**Common Core ELA Pacing Guide  
6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.     |                   |  |  |  |
|--|-------------------|--|--|--|
| <b>Strand: Speaking and Listening</b>  |                   | <b>Cluster: Presentation of Knowledge and Ideas</b>  | <b>Grade: 6</b>  | <b>Standard 6 (SL.6.6)</b>   |
| Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) | <b>Quarter 1:</b> | <b>Quarter 2:</b><br>Identify formal and informal settings<br><br>Describe the qualities of :<br><ul style="list-style-type: none"> <li>• formal speech</li> <li>• informal speech</li> </ul> Distinguish between formal and informal speech<br><br>Determine if formal or informal speech is appropriate in the context of a given situation<br><br>Adapt speech to a given context or task when speaking<br><br>Demonstrate correct use of formal English when appropriate when speaking | <b>Quarter 3:</b><br>Identify formal and informal settings<br><br>Describe the qualities of :<br><ul style="list-style-type: none"> <li>• formal speech</li> <li>• informal speech</li> </ul> Distinguish between formal and informal speech<br><br>Determine if formal or informal speech is appropriate in the context of a given situation<br><br>Adapt speech to a given context or task when speaking<br><br>Demonstrate correct use of formal English when appropriate when speaking | <b>Quarter 4:</b><br>Identify formal and informal settings<br><br>Describe the qualities of :<br><ul style="list-style-type: none"> <li>• formal speech</li> <li>• informal speech</li> </ul> Distinguish between formal and informal speech<br><br>Determine if formal or informal speech is appropriate in the context of a given situation<br><br>Adapt speech to a given context or task when speaking<br><br>Demonstrate correct use of formal English when appropriate when speaking |



| Evidence of Student Attainment/Assessment   | Vocabulary   | Knowledge   | Skills   | Common Core Essential Elements  | Instructional Achievement Level Descriptors  |
|---|--|---|--|---|--|
| <p>Students:</p> <p>adapt speech to a variety of contexts and tasks.</p> <p>demonstrate command of speaking in formal English when indicated or appropriate</p> | <p>adapt speech</p> <p>variety of contexts and tasks</p> <p>demonstrating command of formal English</p> <p>when indicated or appropriate</p> | <p>Students knows:</p> <p>what types of contexts call for formal English</p> <p>techniques for evaluating whether formal English is appropriate to a task and situation</p> <p>vocabulary: formal English</p> | <p>Students understand that/are able to:</p> <p>adapt their speech appropriately to task and situation</p> <p>demonstrate command of formal English when appropriate to task and situation</p> <p>Students understand that a speaker is flexible in his/her use of language and technique based on task and situation.</p> | <p><b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.</p> | <p><b>Level IV Students will:</b><br/> <b>EESL.6.6.</b> Shift between formal and informal language as appropriate to the communication partner and situation.<br/> Ex. When talking with adults and peers in a group, shift between informal language to casually agree with comments and formal language to state own opinion.<br/> Ex. At the beginning of a class period, chat informally with peers but shift to formal language when the teacher begins the class and asks a direct question.</p> <p><b>Level III Students will:</b><br/> <b>EESL.6.6.</b> Use formal and informal language as appropriate to the communication partner and situation.<br/> Ex. Revise comment using formal language when clarification of informal language is requested.<br/> Ex. Use formal language to present information and then shift to informal language to respond to feedback from peers when done.<br/> Ex. Respond formally to questions posed by unfamiliar others.</p> <p><b>Level II Students will:</b><br/> <b>EESL.6.6.</b> Use formal and informal language.<br/> Ex. Use phrases and informal expressions in responding to peers.<br/> Ex. Revise comment using formal language when asked to say something another way.</p> <p><b>Level I Students will:</b><br/> <b>EESL.6.6.</b> With support as needed, use symbolic language to communicate informally with others.<br/> Ex. Select a picture symbol to communicate a choice in activities.<br/> Ex. Hand an object to a teacher to communicate a choice in activities.</p> |

**Common Core ELA Pacing Guide**  
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| <b>College and Career Readiness (CCR) Anchor Standard 1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |   |   |  |  |
|--|---|---|--|--|
| <b>Strand: Language</b>  |   | <b>Cluster: Conventions of Standard English</b>   | <b>Grade: 6</b>  | <b>Standard 1 (L.6.1)</b>  |
| <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or</p> | <p><b>Quarter 1:</b><br/>           Recognize pronouns:</p> <ul style="list-style-type: none"> <li>pronoun case: subjective, objective, possessive</li> <li>intensive pronouns (myself and ourselves)</li> <li>vague pronouns</li> <li>shifts in pronoun number and person</li> </ul> <p>Recognize variations from standard English</p> <p>Identify strategies to improve expression in language</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Correct shifts in pronoun number and person</p> <p>Correct vague pronouns</p> <p>Improve expression in language using strategies</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> | <p><b>Quarter 2:</b><br/>           Recognize pronouns:</p> <ul style="list-style-type: none"> <li>pronoun case: subjective, objective, possessive</li> <li>intensive pronouns (myself and ourselves)</li> <li>vague pronouns</li> <li>shifts in pronoun number and person</li> </ul> <p>Recognize variations from standard English</p> <p>Identify strategies to improve expression in language</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Correct shifts in pronoun number and person</p> <p>Correct vague pronouns</p> <p>Improve expression in language using strategies</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> | <p><b>Quarter 3:</b><br/>           Recognize pronouns:</p> <ul style="list-style-type: none"> <li>pronoun case: subjective, objective, possessive</li> <li>intensive pronouns (myself and ourselves)</li> <li>vague pronouns</li> <li>shifts in pronoun number and person</li> </ul> <p>Recognize variations from standard English</p> <p>Identify strategies to improve expression in language</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Correct shifts in pronoun number and person</p> <p>Correct vague pronouns</p> <p>Improve expression in language using strategies</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Place pronouns in the proper case</p> | <p><b>Quarter 4:</b><br/>           Recognize pronouns:</p> <ul style="list-style-type: none"> <li>pronoun case: subjective, objective, possessive</li> <li>intensive pronouns (myself and ourselves)</li> <li>vague pronouns</li> <li>shifts in pronoun number and person</li> </ul> <p>Recognize variations from standard English</p> <p>Identify strategies to improve expression in language</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing</p> <p>Correct shifts in pronoun number and person</p> <p>Correct vague pronouns</p> <p>Improve expression in language using strategies</p> <p>Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Place pronouns in the proper case</p> |

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|--|--|--|---|---|
| <p>ambiguous antecedents).*</p> <p>e. 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>Place pronouns in the proper case</p> <p>Use intensive pronouns</p> <p>Use correct pronoun number and person</p> <p>Use correct vague pronouns</p> <p>Recognize variations from standard English in their own and others' speaking</p> <p>Use strategies to improve expression in conventional language</p> | <p>Place pronouns in the proper case</p> <p>Use intensive pronouns</p> <p>Use correct pronoun number and person</p> <p>Use correct vague pronouns</p> <p>Recognize variations from standard English in their own and others' speaking</p> <p>Use strategies to improve expression in conventional language</p> | <p>Use intensive pronouns</p> <p>Use correct pronoun number and person</p> <p>Use correct vague pronouns</p> <p>Recognize variations from standard English in their own and others' speaking</p> <p>Use strategies to improve expression in conventional language</p> | <p>Use intensive pronouns</p> <p>Use correct pronoun number and person</p> <p>Use correct vague pronouns</p> <p>Recognize variations from standard English in their own and others' speaking</p> <p>Use strategies to improve expression in conventional language</p> |
|--|--|--|---|---|

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge   | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|---|---|--|--|--|
| <p>Students, when writing and/or speaking, apply standard grammar and/or usage including:</p> <p>correctly using pronouns</p> <p>recognizing and correcting errors in pronoun usage</p> <p>identifying variations in grammar and usage</p> <p>applying strategies to correct variations in grammar and usage</p> | <p>demonstrate command conventions of standard English</p> <p>grammar</p> <p>usage</p> <p>pronouns</p> <p>subjective pronouns</p> <p>objective pronouns</p> <p>possessive pronouns</p> <p>intensive pronouns</p> <p>inappropriate shifts</p> <p>pronoun number</p> <p>pronoun person</p> <p>vague pronouns</p> <p>unclear or ambiguous antecedents</p> <p>standard English</p> <p>strategies to improve expression</p> <p>conventional language</p> | <p>Students know:</p> <p>correct grammar and usage impacts how well a message is understood</p> <p>techniques for recognizing errors in pronoun usage</p> <p>techniques for identifying errors in language usage</p> <p>techniques for correcting errors in language usage</p> <p>vocabulary: pronouns, standard English, conventional language</p> | <p>Students understand that/are able to:</p> <p>apply conventional grammar and usage in writing and speaking to convey a message that is easily understood by the intended audience</p> <p>use pronouns correctly</p> <p>recognize and correct errors in pronoun usage</p> <p>identify variations in grammar and usage</p> <p>apply strategies to correct variations in grammar and usage</p> <p>Students will understand that the effectiveness of a message is enhanced through appropriate usage and grammar in authentic, real-world situations.</p> | <p><b>EEL.6.1.</b> Demonstrate standard English grammar and usage when communicating.</p> <p>Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> | <p><b>Level IV Students will:</b><br/> <b>EEL.6.1.a.</b> Use names <i>and</i> pronouns interchangeably when communicating about specific people, places, or things.<br/> Ex. Use names and pronouns when talking to a peer about another student (e.g., The student is talking about another student and says, “John got cake.” The teacher replies, “He did? Did he like it?” The student replies, “Yeah, he like it.”).<br/> <b>EEL.6.1.b-e.</b> N/A</p> <p><b>Level III Students will:</b><br/> <b>EEL.6.1.a.</b> Use personal pronouns (e.g., <i>he, she, they</i>) correctly.<br/> Ex. Identify self and others in the classroom through corresponding pronouns.<br/> <b>EEL.6.1.b-e.</b> N/A</p> <p><b>Level II Students will:</b><br/> <b>EEL.6.1.a.</b> Uses personal pronoun correctly to refer to self (e.g., <i>I, me, and we</i>).<br/> Ex. Use <i>I</i> or <i>we</i> when speaking about oneself (e.g., The teacher asks, “Who wants to go?” and the student replies, “<i>Me!</i>”)<br/> Ex. Use <i>I, me,</i> or <i>we</i> to refer to oneself in written communication (e.g., write simple text with a repeated sentence frame, “I like . . .”).<br/> Ex. Use a switch or step-by-step with sentence frames that use <i>I, me,</i> and <i>we</i> to refer to oneself and groups that include oneself (e.g., Write simple text with a sentence frame, “We are . . .”).<br/> <b>EEL.6.1.b-e.</b> N/A</p> <p><b>Level I Students will:</b><br/> <b>EEL.6.1.a.</b> With guidance and support, use <i>me</i> to refer to self.<br/> Ex. With guidance and support, make requests for oneself as <i>I</i> or <i>me</i> (e.g., The teacher is passing out materials for a project and asks, “Who wants one?” and support the student in placing hand on chest to sign, <i>me.</i>).<br/> Ex. With guidance and support, answer questions using <i>I</i> or <i>me</i> to refer to oneself (e.g., Students are waiting in line for a turn and the teacher asks, “Who is next?” The student responds, “<i>Me!</i>”) using words or single message voice output device.<br/> <b>EEL.6.1.b-e.</b> N/A</p> |

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**6<sup>th</sup> Grade**

| <b>College and Career Readiness (CCR) Anchor Standard 2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |                   |  |  |  |
|---|-------------------|--|--|--|
| <b>Strand: Language</b>   |                   | <b>Cluster: Conventions of Standard English</b>  | <b>Grade: 6</b>  | <b>Standard 2 (L.6.2)</b>  |
| <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> | <b>Quarter 1:</b> | <p><b>Quarter 2:</b><br/>           Apply correct capitalization, punctuation, and spelling when writing</p> <p>Know punctuation rules for:</p> <ul style="list-style-type: none"> <li>• commas</li> <li>• parentheses</li> <li>• dashes</li> </ul> <p>Use commas to set off nonrestrictive/parenthetical elements</p> <p>Use parentheses to set off nonrestrictive, parenthetical elements</p> <p>Use dashes to set off nonrestrictive/parenthetical elements</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p> | <p><b>Quarter 3:</b><br/>           Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p> | <p><b>Quarter 4:</b><br/>           Apply correct capitalization, punctuation, and spelling when writing</p> <p>Know punctuation rules for:</p> <ul style="list-style-type: none"> <li>• commas</li> <li>• parentheses</li> <li>• dashes</li> </ul> <p>Use commas to set off nonrestrictive/parenthetical elements</p> <p>Use parentheses to set off nonrestrictive, parenthetical elements</p> <p>Use dashes to set off nonrestrictive/parenthetical elements</p> <p>Recall and apply spelling rules</p> <p>Identify and correct misspelled words</p> |

| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge  | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|---|---|--|--|--|--|
| <p>Students, when writing, apply standard capitalization, punctuation, and spelling including:</p> <p>using punctuation to set off nonrestrictive elements</p> <p>using punctuation to set off parenthetical elements</p> <p>spelling words correctly</p> | <p>demonstrate command conventions of standard English</p> <p>capitalization</p> <p>punctuation</p> <p>spelling</p> <p>comma</p> <p>parentheses</p> <p>dashes</p> <p>nonrestrictive elements</p> <p>parenthetical elements</p> <p>spell correctly</p> | <p>Students know:</p> <p>use of punctuation to set off nonrestrictive elements</p> <p>use of punctuation to set off restrictive elements</p> <p>correct spelling of all words</p> <p>vocabulary: punctuation, comma, parentheses, dash</p> | <p>Students understand that/are able to:</p> <p>apply conventional capitalization, punctuation, and spelling in writing to convey a message that is easily understood by the intended audience</p> <p>use punctuation to set off nonrestrictive elements</p> <p>use punctuation to set off parenthetical elements</p> <p>spell words correctly</p> <p>Students understand that the effectiveness of a message is enhanced through correct capitalization, punctuation, and spelling.</p> | <p><b>EEL.6.2.</b> Demonstrate understanding of conventions of standard English when writing.</p> <p>Use question marks at the end of written questions.</p> <p>Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</p> | <p><b>Level IV Students will:</b></p> <p><b>EEL.6.2.a.</b> Write own questions using question marks appropriately.<br/>Ex. Write an e-mail to a pen pal and includes questions about the pal’s life.</p> <p><b>EEL.6.2.b.</b> Use complete phonetic representations (initial, final, medial) when spelling untaught words, drawing on common spelling patterns as appropriate.<br/>Ex. When writing in a journal, spell the word <i>dragon</i> phonetically (e.g., <i>jragun</i>).<br/>Ex. When writing, spell the word <i>luck</i> phonetically (e.g., <i>luk</i>).</p> <p><b>Level III Students will:</b></p> <p><b>EEL.6.2.a.</b> Use question marks at the end of written questions.<br/>Ex. Tells teacher to use a question mark at the end of a question in a shared writing activity.</p> <p><b>EEL.6.2.b.</b> Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.<br/>Ex. Spell words looking for relationships and or common spelling patterns (e.g., light is spelled <i>lite</i>).<br/>Ex. Use a set of key words that have common spelling patterns as a support in spelling untaught words (e.g., uses the keyword <i>back</i> to help spell the word <i>rack</i>).</p> <p><b>Level II Students will:</b></p> <p><b>EEL.6.2.a.</b> Distinguishes between question marks and periods in written text.<br/>Ex. During a shared reading activity, the teacher points to ending punctuation in the text and asks, “What is this?”</p> <p><b>EEL.6.2.b.</b> Change the onset of words spelled with common spelling patterns to read and spell other words.<br/>Ex. Spell man when the teacher reads a word that is spelled with a common spelling pattern (e.g., can), and says, “Use <i>can</i> to help you spell <i>man</i>.”<br/>Ex. Write several words that fit in the same word family with a given word (e.g., <i>cat</i>: <i>bat, fat, pat, sat</i>).</p> <p><b>Level I Students will:</b></p> <p><b>EEL.6.2.a.</b> Responds to simple questions.<br/>Ex. After the teacher provides a choice of two items and asks, “What do you want?,” respond by making a choice.<br/>Ex. During shared reading of a text with a repeated line, when the teacher asks, “What happens next?,” use a single message device to say the repeated line.</p> <p><b>EEL.6.2.b.</b> Demonstrate awareness of letters and words.<br/>Ex. Point to letters on a bulletin board in the hallway when asked, “Where are the letters?”<br/>Ex. Point to text when asked to show me the words to read in a book.</p> |

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**6<sup>th</sup> Grade**

**College and Career Readiness (CCR) Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

| Strand: Language   | Cluster: Knowledge of Language  | Grade: 6   | Standard 3 (L.6.3)   |   |
|--|---|--|--|---|
| <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p> | <p><b>Quarter 1:</b><br/>           Recognize conventions of language for:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• speaking</li> <li>• reading</li> <li>• listening</li> <li>•</li> </ul> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• various sentence patterns</li> <li>• style</li> <li>• tone</li> </ul> <p>Maintain consistency in style and tone when writing</p> <p>Maintain consistency in style and tone when speaking</p> | <p><b>Quarter 2:</b><br/>           Determine when to vary sentence patterns for:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• reader/listener interest</li> <li>• style</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• knowledge of language when speaking</li> <li>• knowledge of language conventions when speaking</li> </ul> <p>Vary sentence patterns for:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• listener interest</li> <li>• style</li> </ul> <p>while speaking</p> | <p><b>Quarter 3:</b><br/>           Recognize conventions of language for:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• speaking</li> <li>• reading</li> <li>• listening</li> <li>•</li> </ul> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• various sentence patterns</li> <li>• style</li> <li>• tone</li> </ul> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> <p>Determine when to vary sentence patterns for:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• reader/listener interest</li> <li>• style</li> </ul> <p>Use:</p> <ul style="list-style-type: none"> <li>• knowledge of language when speaking</li> <li>• knowledge of language conventions when speaking</li> </ul> <p>Vary sentence patterns for:</p> <ul style="list-style-type: none"> <li>• meaning</li> </ul> | <p><b>Quarter 4:</b><br/>           Recognize conventions of language for:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• speaking</li> <li>• reading</li> <li>• listening</li> <li>•</li> </ul> <p>Recognize:</p> <ul style="list-style-type: none"> <li>• various sentence patterns</li> <li>• style</li> <li>• tone</li> </ul> <p>Apply knowledge of language when:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> <p>Apply knowledge of language conventions when:</p> <ul style="list-style-type: none"> <li>• writing</li> <li>• reading</li> <li>• listening</li> </ul> <p>Determine when to vary sentence patterns for:</p> <ul style="list-style-type: none"> <li>• meaning</li> <li>• reader/listener interest</li> <li>• style</li> <li>•</li> </ul> <p>Maintain consistency in style and tone when writing</p> <p>Use:</p> <ul style="list-style-type: none"> <li>• knowledge of language when speaking</li> <li>• knowledge of language conventions when speaking</li> </ul> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• listener interest</li> <li>• style</li> </ul> while speaking | Vary sentence patterns for: <ul style="list-style-type: none"> <li>• meaning</li> <li>• listener interest</li> <li>• style</li> </ul> while speaking<br><br>Maintain consistency in style and tone when speaking |
|--|--|--|---|--|



| Evidence of Student Attainment/Assessment   | Vocabulary  | Knowledge  | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|---|---|--|---|--|--|
| <p>Students, in writing, speaking, reading, and/or listening:</p> <p>vary sentence patterns for meaning, reader/listener interest, and style</p> <p>use consistent style and tone</p> | <p>conventions</p> <p>consistency in style and tone</p> | <p>Students know:</p> <p>techniques to manipulate sentences (varying sentence patterns) for meaning, listener/reader interest, and style</p> <p>methods to maintain consistency in style and tone</p> <p>vocabulary: conventions, consistency, style, tone</p> | <p>Students understand that/are able to:</p> <p>vary sentence patterns for meaning, reader/listener interest, and style</p> <p>maintain consistency in style and tone</p> <p>Students understand that reader/listener engagement is increased by varying sentence patterns and maintaining consistency in style and tone.</p> | <p><b>EEL.6.3.</b> Use language to achieve desired meaning in communication.</p> <p>Vary use of language when the listener or reader does not understand the initial attempt.</p> <p>N/A</p> | <p><b>Level IV Students will:</b></p> <p><b>EEL.6.3.a.</b> Vary use of language and provide additional information when the listener or reader does not understand initial communication effort.<br/>Ex. Provide additional information when the initial attempt to communicate is not understood fully.</p> <p><b>EEL.6.3.b.</b> N/A</p> <p><b>Level III Students will:</b></p> <p><b>EEL.6.3.a.</b> Vary use of language when the listener or reader does not understand the initial attempt.<br/>Ex. Make a comment in a different way, when trying to make a comment during a lesson but when it is not clear what is meant.<br/>Ex. Shift to a C system to clarify when speech is used to ask a question but the question is not understood.</p> <p><b>EEL.6.3.b.</b> N/A</p> <p><b>Level II Students will:</b></p> <p><b>EEL.6.3.a.</b> Use language to achieve meaning when communicating.<br/>Ex. Use individual communication system to express feelings.<br/>Ex. Communicate desired want or need (provided with visuals as needed).</p> <p><b>EEL.6.3.b.</b> N/A</p> <p><b>Level I Students will:</b></p> <p><b>EEL.6.3.a.</b> Acknowledge and respond to communication.<br/>Ex. Change affect in response to a communication from someone else – smile, eye gaze, some form of communication.</p> <p><b>EEL.6.3.b.</b> N/A</p> |

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| <b>College and Career Readiness (CCR) Anchor Standard 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |   |   |  |   |
|--|---|---|--|---|
| <b>Strand: Language</b>  | <b>Cluster: Vocabulary Acquisition and Use</b>  | <b>Grade: 6</b>   | <b>Standard 4 (L.6.4)</b>  |   |
| <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,</p> | <p><b>Quarter 1:</b><br/> Identify:</p> <ul style="list-style-type: none"> <li>• Greek affixes and roots</li> <li>• Latin affixes and roots</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to the meaning of a word</li> </ul> <p>Recognize and use pronunciation symbols</p> <p>Use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word</p> <p>Consult print and digital reference materials to:</p> <ul style="list-style-type: none"> <li>• find the pronunciation of a word</li> <li>• clarify a word’s precise meaning</li> <li>• determine a word’s part of speech</li> </ul> | <p><b>Quarter 2:</b><br/> Identify:</p> <ul style="list-style-type: none"> <li>• Greek affixes and roots</li> <li>• Latin affixes and roots</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to the meaning of a word</li> </ul> | <p><b>Quarter 3:</b><br/> Identify:</p> <ul style="list-style-type: none"> <li>• common context clues in text (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence)</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using context as a clue to the overall meaning of a word or phrase</li> </ul> <p>Identify:</p> <ul style="list-style-type: none"> <li>• Greek affixes and roots</li> <li>• Latin affixes and roots</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to the meaning of a word</li> </ul> | <p><b>Quarter 4:</b><br/> Identify:</p> <ul style="list-style-type: none"> <li>• common context clues in text (e.g., overall meaning of sentence or paragraph, a word’s position in a sentence, a word’s function in a sentence)</li> <li>• Greek affixes and roots</li> <li>• Latin affixes and roots</li> </ul> <p>Recognize and use pronunciation symbols</p> <p>Use common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word</p> <p>Consult print and digital reference materials to:</p> <ul style="list-style-type: none"> <li>• find the pronunciation of a word</li> <li>• clarify a word’s precise meaning</li> <li>• determine a word’s part of speech</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using context as a clue to the overall meaning of a word or phrase</li> </ul> <p>Determine or clarify the meaning of an unknown or multiple meaning word by:</p> <ul style="list-style-type: none"> <li>• using Greek and Latin affixes and roots as clues to the meaning of a</li> </ul> |

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| <p><i>audience, auditory, audible).</i></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.</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).</p> |  |  |  | <p>word</p> <p>Verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary</p> <p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase</p> |
|---|--|--|--|--|

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge  | Skills  | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|---|--|---|--|--|
| <p>Students employ a variety of strategies in writing and/or speaking to establish the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content by:</p> <p>using the following context clues to determine meaning (i.e. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)</p> <p>using Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>checking reference materials (glossaries, dictionaries, thesauruses) in print or digital format, for the pronunciation, precise meaning of a word, or its part of speech</p> <p>verifying the determination of the meaning of a word or</p> | <p>grade 6 reading and content</p> <p>common, grade-appropriate Greek and Latin affixes and roots</p> | <p>Students know:</p> <p>context (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence) is a clue to the meaning of the word</p> <p>many words or parts of words come from the ancient Greek and Latin languages</p> <p>understanding Greek and Latin roots provide clues to meanings of unknown words</p> <p>reference materials (e.g. glossaries, dictionaries, thesauruses) provide information about words</p> <p>reference materials are in print and digital formats</p> <p>techniques to verify their preliminary</p> | <p>Students understand that/are able to:</p> <p>determine the meaning of unknown words or phrases by drawing upon context clues (e.g. the overall meaning of a sentence or paragraph, a word's position or function in a sentence)</p> <p>identify and use Greek and Latin affixes and roots as clues to the meaning of a word</p> <p>use reference materials (e.g. glossaries, dictionaries, thesauruses) in print and digital formats to ascertain or verify a word's pronunciation, precise meaning, or part of speech</p> <p>Students understand that they will</p> | <p><b>EEL.6.4.</b> Demonstrate knowledge of vocabulary drawn from reading and content areas.</p> <p>Use context to identify which word in an array of content-related words is missing from a sentence.</p> <p>N/A</p> <p>Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating</p> <p>N/A</p> | <p><b>Level IV Students will:</b><br/> <b>EEL.6.4.a.</b> Use context to determine the meaning of a new word.<br/> Ex. Given a sentence with an underlined word, replace the underlined word with another word that has the same meaning.<br/> <b>EEL.6.4.b.</b> N/A<br/> <b>EEL.6.4.c.</b> N/A<br/> <b>EEL.6.4.d.</b> N/A</p> <p><b>Level III Students will:</b><br/> <b>EEL.6.4.a.</b> Use context to identify which word in an array of content-related words is missing from a sentence.<br/> Ex. Complete a maze task.<br/> <b>EEL.6.4.b.</b> N/A<br/> <b>EEL.6.4.c.</b> Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.<br/> Ex. While reading, point to an unfamiliar word and ask, “What’s that?”<br/> Ex. While reviewing vocabulary for a shared writing activity and the teacher finishes with a word that is unknown, say, “What?”<br/> <b>EEL.6.4.d.</b> N/A</p> <p><b>Level II Students will:</b><br/> <b>EEL.6.4.a.</b> Match vocabulary to meaning.<br/> Ex. Match a word to its meaning.<br/> Ex. Match a picture to word.<br/> <b>EEL.6.4.b.</b> N/A<br/> <b>EEL.6.4.c.</b> Recognize a new word when encountered while reading or communicating.<br/> Ex. While reading with a teacher, point to a word indicating that it is the new word they just learned.<br/> <b>EEL.6.4.d.</b> N/A</p> <p><b>Level I Students will:</b><br/> <b>EEL.6.4.a.</b> Demonstrate an understanding of the meaning of common words.<br/> Ex. Identify an object named by an adult (e.g., During a science unit on recycling, student identifies a bottle from a field of three objects when requested.).<br/> <b>EEL.6.4.b.</b> N/A<br/> <b>EEL.6.4.c.</b> Asks for help when needed.<br/> Ex. Indicate need for help by raising hand, hitting switch, etc.</p> |

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| <p>phrase by using context or by using a dictionary</p> |  | <p>determination of the meaning of a word</p> <p>vocabulary: context, clue, sentence, affix, root word, glossaries, dictionaries, thesauruses, reference materials, digital, pronunciation, part of speech</p> | <p>determine meaning of unknown words or phrases by using context, knowledge of word parts, and consulting reference materials.</p> |  | <p>Ex. Indicate “yes” or “no” when asked, “Do you understand?” or “Do you have any questions?”</p> <p>Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.</p> <p><b>EEL.6.4.d.</b> N/A</p> |
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| <b>College and Career Readiness (CCR) Anchor Standard 5:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |                   |  |   |                           |
|--|-------------------|--|---|---------------------------|
| <b>Strand: Language</b>  |                   | <b>Cluster: Vocabulary Acquisition and Use</b> | <b>Grade: 6</b>   | <b>Standard 5 (L.6.5)</b> |
|  | <b>Quarter 1:</b> | <b>Quarter 2:</b>                              | <b>Quarter 3:</b>   | <b>Quarter 4:</b>         |
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotation</p> |                   |  | <p>Interpret different types of figures of speech (e.g., personification)</p> <p>Distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category)</p> <p>Define the terms denotations and connotations of words</p> <p>Analyze text to locate figures of speech (e.g. personification) and interpret meanings in context</p> <p>Analyze the relationship between particular words (e.g. cause/effect, part/whole, item/category) for clarity</p> <p>Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, un wasteful, thrifty)</p> |                           |

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| (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i> ). |  |  |  |  |
|--|--|--|--|--|

| Evidence of Student Attainment/Assessment  | Vocabulary  | Knowledge   | Skills   | Common Core Essential Elements | Instructional Achievement Level Descriptors |
|--|---|---|--|--------------------------------|---|
| <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., personification) in context.</p> <p>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>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><b>Language</b><br/>Vocabulary<br/>Acquisition and Use<br/>L.6.5</p> | <p>Students use writing and/or speaking to demonstrate understanding of figurative language, word relationships, and nuances in word meanings including:</p> <p>interpreting personification in context</p> <p>using the relationship between particular words (cause/effect) to better understand each of the words</p> <p>using the relationship between particular words (part/whole) to better understand each of the words</p> <p>using the relationship between particular words (item/category) to better understand each of the words</p> <p>distinguishing among the connotations (associations) of words with similar denotations (definitions)</p> | <p>Students understand that/are able to:</p> <p>demonstrate understanding of figurative language</p> <p>word relationships</p> <p>nuances in word meanings</p> <p>interpret</p> <p>figures of speech</p> <p>personification in context</p> <p>cause/effect</p> <p>part/whole</p> <p>item/category</p> <p>distinguish</p> <p>connotations (associations)</p> <p>denotations (definitions)</p> |                                |   |



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**College and Career Readiness (CCR) Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| <b>Strand: Language</b>  |   | <b>Cluster: Vocabulary Acquisition and Use</b> | <b>Grade: 6</b>          | <b>Standard 6 (L.6.6)</b> |
|--|---|--|--------------------------|---------------------------|
| 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><b>Quarter 1:</b><br/>           Identify general academic and domain specific words and phrases that are grade appropriate</p> <p>Gather vocabulary knowledge when considering words and phrases important to comprehension or expression</p> <p>Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words</p> <p>Apply and use knowledge of vocabulary when considering words and phrases important to comprehension of expression</p> <p>Select appropriate resources to aid in gathering vocabulary knowledge</p> | <p><b>Quarter 2:</b></p>                       | <p><b>Quarter 3:</b></p> | <p><b>Quarter 4:</b></p>  |
|  |   |  |                          |                           |

| Evidence of Student Attainment/Assessment  | Vocabulary   | Knowledge  | Skills   | Common Core Essential Elements   | Instructional Achievement Level Descriptors  |
|--|--|--|--|--|--|
| <p>Students:</p> <p>acquire and use accurately grade-appropriate vocabulary</p> <p>utilize general academic words and phrases</p> <p>utilize domain-specific words and phrases</p> <p>identify and learn about vocabulary that is important to comprehension and/or expression</p> | <p>grade-appropriate general academic and domain-specific words and phrases</p> <p>gather vocabulary knowledge</p> | <p>Students know:</p> <p>techniques for collecting a variety of new words</p> <p>grade-appropriate general academic words and phrases</p> <p>grade-appropriate domain-specific words and phrases</p> <p>techniques for determining whether a word or phrase is important to comprehension</p> <p>techniques for determining whether a word or phrase is important to expression</p> <p>techniques for using context and resources to understand important vocabulary</p> | <p>Students understand that/ are able to:</p> <p>acquire and use grade-appropriate general academic words and phrases accurately</p> <p>acquire and use grade-appropriate domain-specific words and phrases accurately</p> <p>identify and investigate vocabulary important to comprehension</p> <p>identify and investigate vocabulary important to expression</p> <p>Students understand that the extensive vocabulary needed for success in and beyond school is built through reading, study, and application.</p> | <p><b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.</p> | <p><b>Level IV Students will:</b><br/> <b>EEL.6.6.</b> Acquire and use general academic and domain-specific words and phrases.<br/> Ex. Use graphic organizers to generalize and sort old versus new words.</p> <p><b>Level III Students will:</b><br/> <b>EEL.6.6.</b> Use general academic and domain-specific words and phrases.<br/> Ex. In a group setting, participate in a graphic organizer activity or discussions (number of responses).</p> <p><b>Level II Students will:</b><br/> <b>EEL.6.6.</b> Demonstrate understanding of general academic and domain-specific words.<br/> Ex. Fill in the blank with a word choice to answer a question about the characters in a story.<br/> Ex. Select a symbol or picture to represent a word in science.</p> <p><b>Level I Students will:</b><br/> <b>EEL.6.6.</b> Identify pictures and other symbols that represent general academic and domain-specific words.<br/> Ex. After the teacher uses photographs to teach new vocabulary, point to a picture that represents a word in the lesson when asked.</p> |