

Pacing Guide: 2010-2011

Subject: ELA

Grade Level : 6

Grading Period First Through Fourth Quarter

Approximate Time for Teaching Standards	Standard	Core Instructional Materials	Strategic Supplementary Materials	Assessment	
				Mat'ls	District
4 wks Chapter 1	<p><u>First Quarter:</u></p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>① → LR 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>② → LR 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p><i>Sentence Structure</i></p> <p>④ → W.O.L 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p><i>Grammar</i></p> <p>③ → W.O.L 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future</p>	<p>Literature and Lang. Arts Chapter :1 Setting & Plot</p> <p>Chapter 1 Resource Handbook</p> <p>Chapter 1 - Interactive Reader</p> <p>Literature and Lang. Arts Chapter 2: Character and Setting</p> <p>Chapter 2 Resource Handbook</p> <p>Chapter 2: Interactive Reader</p> <p>Spelling Lessons 1-10</p>	<p>Lesson 5</p> <p>Lesson 10</p>	<p>Chp 1 Standards test</p> <p>Chapter 2 Standards test</p> <p>Progress monitoring</p> <p>Test 1</p>	<p>District Benchmarks</p>

② add RC 2.5 Follow multi-step instructions for preparing applications

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	<p>perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>Organization and Focus W.S. 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>W.S. 2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).</p> <p><u>ONGOING</u></p> <p><i>W.A. 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</i> Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p>	<p>★ Writing Genres: Fictional Narrative Textbook pg. 78-89</p> <p>★ "How-to" Explanation Textbook PG 208-219</p>	<p>Chapter 1 - writing Pg 59-61</p> <p>Assessment Writing Workshop Pgs 62-64</p>	<p>Universal access Holt Interactive Writer-Speaker Teacher Guide</p>	
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<p>③ ONGOING ←</p>	<p>Word Recognition 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>Vocabulary and Concept Development W.A. 1.2 Identify and interpret figurative language and words with multiple meanings. W.A. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. W.A. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>W.O.L Capitalization 1.4 Use correct capitalization. Spelling 1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>	<p>Spelling Teacher's Guide</p>		<p>Weekly assessments</p>	
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	<p>Organization and Focus W.S. 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>Evaluation and Revision W.S. 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>				

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4 wks for each chapter	<p><u>Quarter Two</u></p> <p><i>Structural Features of Literature</i></p> <p>L.R. 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>L.R. 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p><i>Vocabulary and Concept Development</i></p> <p>W.A. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>W.A. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>R.C. 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p>	<p><u>Literature & Language Art Book</u></p> <p>Chapter 4: Forms of Fiction Chapter 4 Resource Handbook</p> <p><u>Literature & Language Art Book</u></p> <p>Chapter 3: Theme Chapter 3 Resource Handbook</p> <p>Comparison-Contrast Essay Page. 450-461</p> <p><u>Literature & Language Art Book</u></p> <p>Students write "How to Explanation" pg. 208-219</p>	adfadf	adf	

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	<p><i>Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</i></p> <p>W. S. 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.</p> <p><i>Punctuation</i> 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p>	<p><u>Language & Literature Book</u> Descriptive Essay pg. 536-545</p> <p>Warriner's Handbook Chapter 4 & 12</p>			

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	<p>Quarter Three</p> <p><i>Narrative Analysis of Grade-Level-Appropriate Text</i></p> <p>L.R. 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>L.R. 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p><i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>R.C. 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p><i>Word Recognition</i></p> <p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><u>Literature & Language Art Book</u></p> <p>Chapter 5: Elements of Poetry</p> <p>Chapter 5 Resource Handbook</p> <p><u>Literature & Language Art Book</u></p> <p>Chapter 6: First and Third Person Narration</p> <p>Chapter 6 Resource Handbook</p>			

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	<p>Quarter Four</p> <p><u>Expository Critique</u></p> <p>R.C. 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>R.C. 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>R.C. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propa-ganda in text.</p> <p>Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p> <p>2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.</p> <p><u>Literary Criticism</u></p> <p>3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	<p><u>Language & Literature Book</u></p> <p>Chapter 7: Expository Critique: Persuasive Text and Media</p> <p>Chapter 7 Resource Handbook</p> <p><i>*Finish Chapter 7 before State Testing</i></p> <p><u>Language & Literature Book</u></p> <p>Writing: Persuasive Essay Page. 720-731</p> <p><i>*After testing-</i></p> <p><u>Literature Language Art Book</u></p> <p>Chapter 8: Literary Criticism Chapter 8 Resource Handbook</p>			