

Huntsville City Schools

6th Grade ELA Pacing Guide

2017-2018

- Thoughtful and effective *planning* throughout the school year is crucial for student mastery of standards.
- Reading Informational Text (RI) standards should not only be addressed in Reading, but in Science and Social Studies as well.
- Writing opportunities should be included in all content areas.
- Once a standard is introduced, it is understood that the standard is continuously taught and/or reviewed throughout the *entire* school year (e.g., explicit instruction, learning centers, IXL, ScootPad, etc.).
- **Power standards** are a prioritized set of learning expectations that Huntsville City Schools has determined to be the most essential for students to learn. While all college- and career-ready standards should be taught, the power standards are those that have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas) and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p>Language L.6.1–Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. L.6.1AL–Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects. (Alabama) L.6.1a–Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1b–Use intensive pronouns (i.e. myself, ourselves). L.6.1c–Recognize and correct inappropriate shifts in pronoun number and person. L.6.1d–Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).</p>	<p>Language L.6.5–Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5a–Interpret figures of speech (i.e. personification, metaphor) in context. L.6.5b–Use the relationship between particular words (i.e. cause/effect, part/whole, item/category) to better understand each of the words. L.6.5c–Distinguish among the connotations (associations) of words with similar denotations (definitions) (i.e. stingy, scrimping, economical, unwasteful, thrifty). L.6.6–Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word</p>	<p>Language L.6.4–Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4a–Use context (i.e. the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4b–Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e. audience, auditory, audible). L.6.4c–Consult reference materials (i.e. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>	<p>Language L.6.2–Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. L.6.2a–Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. L.6.2b–Spell correctly. L.6.3–Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3a–Vary sentence patterns for meaning, reader or listener interest, and style. L.6.3b–Maintain consistency in style and tone.</p>

<p>L.6.1e – 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><u>Speaking and Listening</u> SL.6.1–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. SL.6.1a–Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1b–Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><u>Writing</u> Please refer to your 2017-2018 schoolwide writing plan.</p>	<p>or phrase important to comprehension or expression.</p> <p><u>Speaking and Listening</u> SL.6.1c–Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1d–Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p><u>Writing</u> Please refer to your 2017-2018 schoolwide writing plan</p>	<p>determine or clarify its precise meaning of its part of speech. L.6.4d–Verify the preliminary determination of the meaning of a word or phrase (i.e. by checking the inferred meaning in context or in a dictionary).</p> <p><u>Speaking and Listening</u> SL.6.2–Interpret information presented in diverse media and formats (i.e. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL.6.3–Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL.6.4–Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Writing</u> Please refer to your 2017-2018 schoolwide writing plan.</p>	<p><u>Speaking and Listening</u> SL.6.5–Include multimedia components (i.e. graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.6–Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards L.6.1 and L.6.3 for specific expectations.)</p> <p><u>Writing</u> Please refer to your 2017-2018 schoolwide writing plan.</p>
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Academic Language

Academic language is the specialized vocabulary associated with instruction and mastery of academic content and tasks. The words listed below reflect the *minimum* vocabulary necessary for students to become proficient with grade-level standards.

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
<p><u>Language</u></p> <ul style="list-style-type: none"> • Subject-Verb Agreement • Prepositional Phrase • Pronoun • Subjective Pronoun • Objective Pronoun • Possessive Pronoun • Intensive Pronoun • Vague Pronoun • Antecedent • Conventional Language <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Collaborative • Collegial Discussion 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Figurative Language • Word Relationship • Nuance • Figures of Speech • Personification • Metaphor • Cause/Effect • Part/Whole • Item/Category • Connotation • Denotation <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Elaboration • Reflection • Paraphrase 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Infer • Multiple-Meaning Word • Multiple-Meaning Phrase • Greek Affix • Latin Affix • Greek Root Word • Latin Root Word • Reference Material <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Interpret • Diverse Media • Diverse Format • Argument • Claim • Sequencing • Main Idea • Theme 	<p><u>Language</u></p> <ul style="list-style-type: none"> • Capitalization • Punctuation • Nonrestrictive Element • Parenthetical Element • Consistent Style • Consistent Tone • Sentence Patterns <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • Multimedia Component • Visual Display • Formal English