

# Huntsville City Schools

## 6th Grade Honors Reading Pacing Guide

### 2017-2018

#### Honors Reading 6 Minimum Requirements:

- 3 literature short texts
  - **Literature** includes adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, narrative poems, lyrical poems, free-verse poems, sonnets, odes, ballads, and epics (*Common Core State Standards ELA & Literacy in History/Social Studies, Science, and Technical Subjects*, page 57).
  - **Short text** selections include short texts of sufficient complexity for close reading that would allow students to draw ample evidence from the texts and present their analyses in writing as well as through speaking.
- 2 informational short texts
  - **Informational text/literary nonfiction** includes the subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts (including digital sources) written for a broad audience (*Common Core State Standards ELA & Literacy in History/Social Studies, Science, and Technical Subjects*, page 57).
- 1 literature extended text
  - **Literature extended text** is an extended, full-length work of literature (such as a novel or a play) or longer literary nonfiction, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text; compare and synthesize ideas from across other related texts; conduct text-focused discussions; and produce written work aligned with the standards. Such a study could take two to three weeks of concentrated focus on a single text.
- *The Watsons Go to Birmingham, The Devil's Arithmetic, and Where the Red Fern Grows* are required texts.
- Text levels should range from 5-8 or higher.
- Use LTF lessons to make instruction more rigorous.
- Select higher level text when using *Pearson Common Core Lit 2015*.

**NOTE:** *The Giver, Book Thief, Witness, Christmas Carol (drama), Freak the Mighty, Wednesday Wars, Written in Bone, Anne Frank (drama), Looking Glass Wars, Alice's Adventures in Wonderland, Dr. Jekyll & Mr. Hyde, and Ender's Game* are now on the protected list and cannot be taught in the 6<sup>th</sup> grade.

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### 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><b><u>Literature</u></b>  <b>RL.6.1</b>-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b>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>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.</p> <p><b><u>Informational Text</u></b>  <b>RI.6.1</b>-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b><u>Literature</u></b>  <b>RL.6.4</b>-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  <b>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  <b>RL.6.6</b>-Explain how an author develops the point of view of the narrator or speaker in a text</p> <p><b><u>Informational Text</u></b>  <b>RI.6.4</b>-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b><u>Literature</u></b>  <b>RL.6.7</b>-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.  <b>RL.6.8</b>-Differentiate among odes, ballads, epic poetry, and science fiction. (Alabama)</p> <p><b><u>Informational Text</u></b>  <b>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>	<p><b><u>Literature</u></b>  <b>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.  <b>RL.6.10</b>-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><u>Informational Text</u></b>  <b>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.</p>

**RI.6.2**-Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  
**RI.6.3**-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Writing**

Please refer to your 2017-2018 schoolwide writing plan.

**RI.6.5**-Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  
**RI.6.6**-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Writing**

Please refer to your 2017-2018 schoolwide writing plan.

**RI.6.8**-Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from those that are not.

**Writing**

Please refer to your 2017-2018 schoolwide writing plan.

**RI.6.10**-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.

**Writing**

Please refer to your 2017-2018 schoolwide writing plan.

# *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><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li>• Cite</li> <li>• Analyze</li> <li>• Textual Evidence</li> <li>• Inference</li> <li>• Theme</li> <li>• Central Idea</li> <li>• Plot</li> </ul> <p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Cite</li> <li>• Textual Evidence</li> <li>• Inference</li> <li>• Summary</li> <li>• Analyze</li> <li>• Anecdote</li> </ul>	<p><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li>• Figurative Meaning</li> <li>• Connotative Meaning</li> <li>• Analyze</li> <li>• Chapter</li> <li>• Scene</li> <li>• Stanza</li> <li>• Theme</li> <li>• Setting</li> <li>• Plot</li> <li>• Point of View</li> <li>• Word Choice</li> </ul> <p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Figurative Meaning</li> <li>• Connotative Meaning</li> <li>• Technical Meaning</li> <li>• Analyze</li> <li>• Paragraph</li> <li>• Chapter</li> <li>• Point of View</li> <li>• Author's Purpose</li> </ul>	<p><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Drama</li> <li>• Poem</li> <li>• Ode</li> <li>• Ballad</li> <li>• Epic Poetry</li> <li>• Science Fiction</li> </ul> <p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Format</li> <li>• Claim</li> <li>• Reason</li> <li>• Evidence</li> </ul>	<p><b><u>Literature</u></b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Genre</li> <li>• Poem</li> <li>• Historical Novel</li> <li>• Theme</li> <li>• Drama</li> <li>• Fantasy Story</li> <li>• Memoir</li> <li>• Biography</li> </ul> <p><b><u>Informational Text</u></b></p> <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Memoir</li> <li>• Biography</li> </ul>