

Ganado Unified School District #20 (Language Arts/6th Grade)

PACING Guide SY 2022-2023

| Time Line & Resources <small>(Identify textbook, page number or website link & etc.)</small> | AZ College and Career Readiness Standard | Essential Question (HESS Matrix) | Learning Goal | Vocabulary (Content/Academic) |
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| First Quarter | | | | |
| <p>My Perspectives-Unit 1:</p> <ul style="list-style-type: none"> • <i>Wagon Train at Dusk</i> by Jacqueline Woodson • <i>Brown Girl Dreaming</i> by Jacqueline Woodson • <i>Gallery of Calvin and Hobbes Comics</i> by Bill Watterson • <i>Declaration of the Rights of the Child</i> by the United Nations General Assembly • <i>Michaela DePrince: The War on Orphan Who Became a Ballerina</i> by William Kremer | <p>6.RI.3-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 and judgements.</p> <p>6.RI.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.</p> <p>6.RI.6-Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.10-By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</p> <p>6.RL.4-Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> | <p>What are some of the challenges and triumphs of growing up?</p> | <ul style="list-style-type: none"> • Read and analyze how author’s present ideas and express their points of view in different types of texts. • Expand your knowledge and use of academic and concept vocabulary. • Write a nonfiction narrative in which you develop experiences or events using narrative techniques effectively. • Conduct research projects or various lengths to explore a | <ul style="list-style-type: none"> • reflect • notable • contribute • recognize • memorize • interpret • memoir • entitled • enactment • compulsory • antagonism • refugee • distraught • respected • clenched • stubborn • tenseness |

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| <ul style="list-style-type: none"> • <i>Memoir: Bad Boy</i> • <i>Poetry: I Was a Skinny Tomboy Kid</i> by Alma Luz Villanueva • <i>Peter Pan</i> by J.M. Barrie • <i>Oranges</i> by Gary Soto • <i>The Boy Nobody Knew</i> by Faith Ringgold • <i>Raymond's Run</i> by Toni Cade Bambara • <i>Eleven</i> by Sandra Cisneros | <p>6.RL.4b-</p> <p>6.RL.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.6-Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.RL.10-By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</p> <p>6.SL.1-Engage effectively in a wide range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.</p> <p>6.SL.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.</p> <p>6.SL.1c-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>6.SL.1d- Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.L.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3-Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |  | <p>topic and clarify meaning.</p> <ul style="list-style-type: none"> • Correctly use common, proper, and possessive nouns in writing and presentations. • Use word choice, sentence structures, and tone to develop your voice in your writing. • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. • Integrate audio, visuals, and text in presentations. | |
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6.L.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.

6.L.4b-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.

6.L.4c-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.

6.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6.W.3-Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

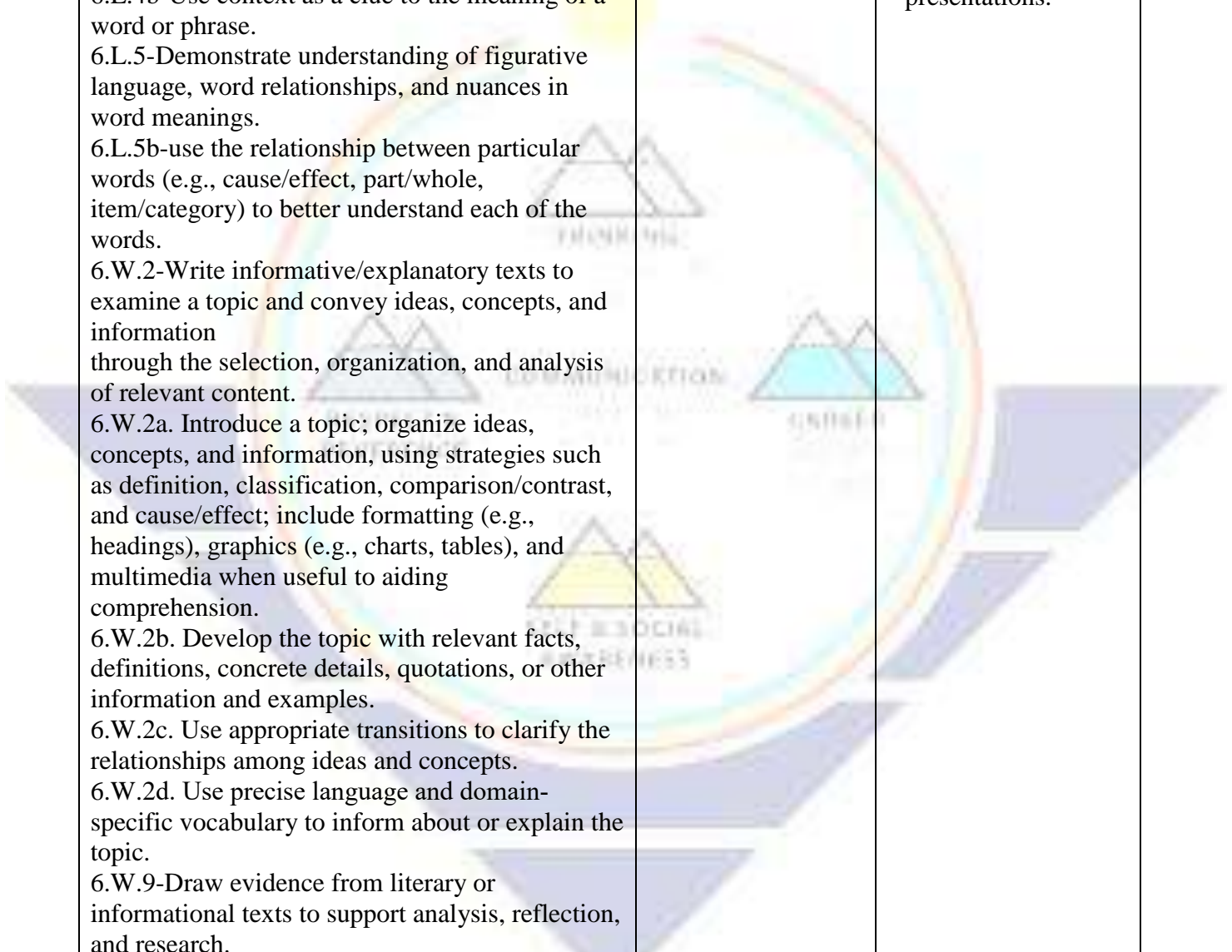
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

Second Quarter

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| <p>MyPerspectives-Unit 2:</p> <ul style="list-style-type: none"> • <i>My Life with the Chimpanzee</i> by Jane Goodall • <i>Hachiko: The True Story of a Loyal Dog</i> by Pamela S. Turner • <i>A Blessing</i> by James Wright • <i>Predators</i> by Linda Hogan • <i>Monkey Monster</i> by Waldeman Januszcak • <i>Black Cowboy, Wild Horses</i> by Julius Lester • <i>The Wind in the Willows</i> by Kenneth Grahame • <i>How the Camel Got his Hump</i> from Just So Stories Rudyard Kipling • <i>The Girl Who Gets Gifts from Birds</i> by Katy Sewell • <i>Pet Therapy: How Animals and Humans Heal Each Other</i> by Julie Rovner | <p>6.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.6-Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.7-Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RL.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</p> <p>6.RL.3-Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.L.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>6.L.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.2a-Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>6.L.4-Determine or clarify the meaning of unknown and multiple-meaning words and</p> | <p>How can people and animals relate to each other?</p> | <ul style="list-style-type: none"> • Read and analyze the development of ideas and language in literature and nonfiction texts, including how authors that write in different genres explain ideas. • Expand your knowledge and use of academic and concept vocabulary. • Write an explanatory essay in which you examine a topic and convey ideas, concepts, and information. • Conduct research projects of various lengths to explore a topic and clarify meaning. • Ensure that pronouns are in the proper case. • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. | <ul style="list-style-type: none"> • exclude • illustrate • community • elaborate • objective • vanished • irritable • impetuous • miserable • threateningly • dominate • timidly • anxiously • patiently • thoughtfully • silently |
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| | <p>phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4b-Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5b-use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>6.W.2-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>6.W.2a. 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>6.W.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.W.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.SL.1-Engage effectively in a range of collaborative discussions (one-on-one, in groups,</p> |  | <ul style="list-style-type: none"> • Integrate audio, visuals, and text in presentations. | |
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| | <p>and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>6.SL.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.</p> <p>6.SL.1b-Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6.SL.1c-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>6.SL.1d-Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.SL.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> | | | |
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Third Quarter

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| <p>MyPerspectives-Unit 3:</p> <ul style="list-style-type: none"> • <i>Feathered Friend</i> by Arthur C. Clarke • <i>Teens and Technology Share a Future</i> by Stefan Etienne | <p>6.RL.1-Cite textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text.</p> <p>6.RL.2-Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.</p> <p>6.RL.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall</p> | <p>How is modern technology helpful and harmful to society?</p> | <ul style="list-style-type: none"> • Read and determine author's points of view and evaluate ideas expressed in both literary words and nonfiction texts. • Expand your knowledge and use | <ul style="list-style-type: none"> • convince • certain • sufficient • declare • various • pathetically • distressed • mournfully • apologetically |
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| <ul style="list-style-type: none"> • <i>The Black Hole of Technology</i> by Leena Khan • <i>The Internet of Things</i> by IBM Social Media • <i>The Fun They Had</i> by Isaac Asimov • <i>Is Our Gain Also Our Loss?</i> by Cailin Loesch • <i>Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone</i> by NPR • <i>7 Year old Girl Gets New Hand From 3-D Printer</i> by John Rogers • <i>Screen Time Can Mess With the Body's "Clock"</i> by Andrew Bridges • <i>All Watched Over by Machines of Loving Grace</i> by Richard Brautigan • <i>Sonnet, without Salmon</i> by Sherman Alexie • <i>Teen Researchers Defend Media Multitasking</i> by Sumathi Reddy | <p>structure of a text and contributes to the development of the theme, setting or plot.</p> <p>6.RI.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.RI.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.</p> <p>6.RI.6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.8-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>6.L.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>6.L.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.2a-Use punctuation to set off nonrestrictive/parenthetical elements.</p> <p>6.L.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.</p> <p>6.L.4b-Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> |  | <p>of academic and concept vocabulary.</p> <ul style="list-style-type: none"> • Write an argument to support a claim with clear reasons and relevant evidence. • Conduct research projects of various lengths to explore a topic and clarify meaning. • Use words, phrases, and clauses to clarify the relationships among claims and reasons. • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. • Integrate audio, visuals, and text in presentations. | <ul style="list-style-type: none"> • convince • certain • images • graphics • devouring • process • digesting • absorbing • consumed • microchips • trigonometry • pixels • animation • audio • voiceover • narrator • sufficient • declare • various • sorrowfully • loftily • nonchalantly • lamented • gradually • nostalgic • continuation |
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| | <p>6.W.1-Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6.W.1a- Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.1b-Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.1c-Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>6.W.1e-Provide a concluding statement or section that follows from the argument presented.</p> <p>6.W.3a-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>6.W.3b-Use narrative techniques such as dialogue, pacing and description, to develop experiences, events, and/or characters.</p> <p>6.W.3d-Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.SL.2-Interpret information presented in diverse media and format and explain how it contributes to a topic, text, or issue under study.</p> <p>6.SL.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>6.SL.5-Include multimedia components (e.g., graphics, images, music, and sound) and visual</p> | | | |
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| | displays in presentations to clarify information. | | | |
| Fourth Quarter | | | | |
| <p>MyPerspectives-Unit 4:</p> <ul style="list-style-type: none"> • <i>The Phantom Tollbooth, Act I</i> by Susan Nanus based on the book by Norton Juster • <i>The Phantom Tollbooth, Act II</i> by Susan Nanus based on the book by Norton Juster • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll • <i>Jabberwocky</i> is Carroll • <i>Jabberwocky</i> by Lewis Carroll • <i>The Importance of Imagination</i> by Esha Chhabra • <i>The Wonderful Wizard of Oz</i> by L. Frank Baum • <i>Our Wreath of Rose Buds</i> by Corrinne • <i>Fantasy</i> by Gwendolyn Bennett • <i>The Shah of Blah</i> from Haroun and | <p>6.RL.1-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RL.3-Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.</p> <p>6.RL4.-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.</p> <p>6.RL.5-Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>6.RL.6-Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>6.L.1-Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>6.L.2-Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3-Use knowledge of language and its conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3a-Vary sentence patterns form meaning, reader/listener interest, and style.</p> <p>6.L.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.</p> | <p>Where can imagination lead?</p> <p>What drives people to explore?</p> | <ul style="list-style-type: none"> • Read and analyze character and plot development. • Expand your knowledge and use of academic and concept vocabulary. • Write a fictional narrative as you develop imagined experiences or events using effective techniques. • Conduct research projects of various lengths to explore a topic and clarify meaning. • Combine sentences for variety. • Engage in collaborative discussions, build on the ideas of others, and express your own ideas clearly. • Integrate audio, visuals, and text in presentations. • Evaluate written arguments by analyzing how | <ul style="list-style-type: none"> • perspective • transform • novelty • consequently • inspire • ignorance • surmise • presume • speculate • consideration • misapprehension • suspiciously • pessimistic • insincerity • obstacle • malicious • compromise • stage directions • dialogue • light and shadow • peeped • wondered • curiosity • beware • foe • slain • template • parameters • model • critical |

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| <p>the Sea of Stories by Salman Rushdie</p> <ul style="list-style-type: none"> • <i>Prince Francis</i> by Roddy Doyle <p>MyPerspectives-Unit 5:</p> <ul style="list-style-type: none"> • <i>A Long Way Home</i> by Saroo Brierley • <i>BBC Science Club: All About Exploration</i> <i>BBC Science Club: All About Exploration</i> narrated by Dara O’Brian • <i>Mission Twinpossible</i> by TIME for Kids • <i>Tales from the Odyssey</i> by Mary Pope Osborne • <i>To the Top of Everest</i> by Samantha Larson • <i>Lewis & Clark</i> by Nick Bertozzi • <i>Mars Can Wait: Oceans Can’t</i> by Amital Etzioni • <i>Shipwreck at the Bottom of the World</i> by Jennifer Armstrong | <p>6.L.4b-Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5b- Interpret figures of speech (e.g., personification) in context.</p> <p>6.L.6-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> <p>6.W.2- 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>6.W.2a-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>6.W.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.W.3a-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>6.W.3b-Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> |  | <p>authors state and support the claims.</p> <ul style="list-style-type: none"> • Write an essay in which you effectively incorporate the key elements of an argument. • Conduct research projects of various lengths to explore a topic and clarify meaning. • Correct errors with verbs. | <ul style="list-style-type: none"> • assume • compel • valid • coherent • deliberate • quest • thorough • obsessive • intensity • relentlessly • cut-out animation • object animation • real-time animation • storyboard • program manager • sample group • endurance test • invaded • violent • offended • wrath • expedition • trek • journeys • destination • penciler • inker • letterer |
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| <ul style="list-style-type: none"> • <i>Sacajawea</i> by Joseph Bruchac • <i>The Legacy of Arctic Explorer Matthew Henson</i> by James Mills • <i>Should Polar Tourism be Allowed?</i> by Emily Goldberg | <p>6.W.5-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.)</p> <p>6. W.7- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>6.W.8- 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.</p> <p>6.W.9-Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.W.9a-Apply grade 6 Reading standards to literature.</p> <p>6.SI.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>6.SL.2-Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>6.SL.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> | | | |
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| | <p>6.SL.5- Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.</p> <p>6.SL.6- 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 for specific expectations.)</p> | | | |
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