

## Colquitt County 6th Grade ELA Pacing Guide 22-23

Grading Timeline	1st -9 Wks 8/3/22 - 10/5/22	2nd- 9 Wks 10/6/22 -12/16/22	3rd-9 Wks 1/4/23-3/9/23	4th- 9 Wks 3/10/23-5/19/23
Progress Report Window Open	9/1-9/7	11/8-11/14	2/2-2/9	4/14-4/19
Progress Reports Home	9/7	11/14	2/9	4/19
Report Card Window Open	10/10-10/5	12/9-12/17	3/8-3/10	5/17-5/19
Report Card Home	10/05	1/6	3/14	5/19

Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<b>Fall Semester</b>					<b>Spring Semester</b>				
First 9 Weeks (45 days)		Second 9 Weeks (45 days)			Third 9 Weeks (45 days)		Fourth 9 Weeks (45 days)		
<b>Theme: Childhood</b>  <b>Common Texts:</b> RI1-4, 6, RL1-2, 4-6 <i>Wagon Train at Dusk</i> <i>Brown Girl Dreaming</i> <i>Calvin and Hobbes Comic</i> <i>Declaration of the Rights of a Child</i> <i>Michaela DePrince</i> <i>Bad Boy</i> <i>I was a Skinny Tomboy Kid</i>  <b>Novel:</b> <i>Anything but Typical</i> PX novel: <i>Journey to America</i>  <b>Writing:</b> W3d,W8 Narrative Essay  <b>Language:</b> L4a,L4b.,L1a,L2a, 5c coordinate adjectives, independent and dependent clauses, connotations, denotations, possessive pronouns, conjunctions, common nouns, proper nouns, adverbs, punctuation		<b>Theme: Animal Allies</b>  <b>Common Texts:</b> RL.3, RL.4 RI 4,5,6, 8 <i>Reading Buddies</i> <i>My Life with the Chimpanzees</i> <i>Hachiko: The True Story of a Loyal Dog</i> <i>A Blessing</i> <i>Predators</i> <i>Monkey Master</i> <i>Black Cowboy, Wild Horses</i> <i>The Wind in the Willows</i> <i>How the Camel Got His Hump</i> <i>The Girl Who Gets Gifts from Birds</i> <i>Pet Therapy</i>  <b>Novel:</b>  <b>Writing:</b> W.1, W.1.C , W.8, W.1.b, Argumentative Essay  <b>Language:</b> L1, L2, L.4, L.4.b Conventions (Action verbs, linking verbs, & Principal parts of verbs), Simple and Compound Subjects,			<b>Theme: Turning Points</b>  <b>Common Texts:</b> RL2-3,5 RI2-3,10 <i>That's Not Progress!</i> <i>Feathered Friend</i> <i>Teens and Technology Share the Future</i> <i>The Black Hole of Technology</i> <i>The Fun They Had</i> <i>Is Our Gain Also Our Loss</i> <i>Bored....and Brilliant?</i>  <b>Novels :</b> ? PX novel: <i>Esperanza Rising</i>  <b>Writing:</b> W2,W8,9 Explanatory/Informative (cause and effect) Essay  <b>Language:</b> L1b, L4 multiple meaning words, prefixes,compound subjects,complex,compound, compound-complex sentences,prepositional phrase, object		<b>Theme: People and the Planet, GMAS Prep</b>  <b>Common Text:</b> RI4, 8,RL 2-6 <i>The Great Universal Undo</i> <i>The Phantom Tollbooth, Act 1 and II</i>  GMAS prep materials  <b>Novel:</b> PX novel: ?  <b>Focus Writing:</b> W1, W8 Mixed Review of Narrative, Informative, and Argument  <b>Language:</b> L1-2, L4-5 Mixed Review of Language standards  <b>Common Assessments:</b> Unit 4 My Perspectives test Argumentative Essay Georgia Milestones		

<p><b>Common Assessments:</b> Reading Inventor(MAP) Unit 1 My Perspectives test Narrative Essay</p>	<p>Simple and Compound Predicates,End marks, Sentence Functions, figurative language( Simile &amp;Personification), Multiple meaning words, base words, and suffix (tion) &amp; prefix (sub)</p> <p><b>Common Assessments:</b> Unit 2 My Perspectives test Argumentative Essay Reading Inventory (MAP)</p>	<p>of preposition, appositive phrases</p> <p><b>Common Assessments:</b> Unit 3 My Perspectives test Explanatory/Informative Essay</p>	<p>Reading Inventory(MAP)</p>
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELAGSE.6.R.L.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li><input type="checkbox"/> ELAGSE.6.R.L.2: Determine a theme and/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...</li> <li><input type="checkbox"/> Standard ELAGSE.6.R.L.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 towards a resolution.</li> <li><input type="checkbox"/> Standard ELAGSE.6.R.L.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.</li> <li><input type="checkbox"/> Standard ELAGSE.6.R.L.5:</li> </ul>	<p><b>Standards</b> <i>*see RL1-4, 10 from the 1st semester</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELAGSE6RL3: 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 towards a resolution.</li> <li><input type="checkbox"/> ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li> <li><input type="checkbox"/> Standard ELAGSE.6.R.L.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.</li> <li><input type="checkbox"/> ELAGSE6RI5: Analyze how a particular sentence, paragraph, chapter, or</li> </ul>	<p><b>Standards</b></p> <p>ELAGSE6RI2: 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.</p> <p>ELAGSE6RI3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>ELAGSE6RI5: 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>ELAGSE6RI2: 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.</p> <p>ELAGSE 6R3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>ELAGSE6RI10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band</p>	<p><b>Standards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>*See RL1-6 and RI 1-6, W1-3, and L1-6 standards from the previous units.</i></li> </ul>

<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a text and contributes to the development of the theme, setting, or plot.</li> <li><input type="checkbox"/> Standard ELAGSE.6.R.L.6: Explain how an author develops the point of view of the narrator or speaker in a text.</li> <li><input type="checkbox"/> ELAGSE 6R1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text..</li> <li><input type="checkbox"/> ELAGSE6RI2: 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.</li> <li><input type="checkbox"/> ELAGSE 6R3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li><input type="checkbox"/> ELAGSE 6R4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</li> <li><input type="checkbox"/> ELAGSE6RI5: Analyze how a particular sentence,</li> </ul>	<p>section fits into the overall structure of a text and contributes to the development of the ideas.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELAGSE6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li><input type="checkbox"/> ELAGSE6RI8: 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.</li> <li><input type="checkbox"/> ELAGSE6RI9: 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).</li> <li><input type="checkbox"/> ELAGSE6W1: Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li><input type="checkbox"/> a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li><input type="checkbox"/> b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li><input type="checkbox"/> c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li><input type="checkbox"/> d. Establish and maintain a formal style.</li> </ul> </li> </ul>	<p>proficiently, with scaffolding as needed at the high end of the range.</p> <p>ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol> <p>ELAGSE6W8: 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>ELAGSE6W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
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<p>paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELAGSE6RI6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</li> <li><input type="checkbox"/> ELAGSE6W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li><input type="checkbox"/> c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li><input type="checkbox"/> d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li><input type="checkbox"/> e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> e. Provide a concluding statement or section that follows from the argument presented.</li> <li><input type="checkbox"/> ELAGSE6W8: 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.</li> <li><input type="checkbox"/> ELAGSE6L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li><input type="checkbox"/> ELAGSE6L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li><input type="checkbox"/> ELAGSE6L4: 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.</li> </ul>	<p><b>ELAGSE6L4: 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.</b></p>	
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<ul style="list-style-type: none"><li><input type="checkbox"/> d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li><input type="checkbox"/> ELAGSE6W8: 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.</li> <li><input type="checkbox"/> ELAGSE6SL1: 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.</li> <li><input type="checkbox"/> 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 ideas under discussion.</li> <li><input type="checkbox"/> b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li><input type="checkbox"/> c. Pose and respond to specific questions with elaboration and detail by making comments that</li></ul>			
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<p>contribute to the topic, text, or issue under discussion.</p> <p><input type="checkbox"/> d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>			
<p><b>Resources:</b></p> <p><b>State Standards</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf</a></p> <p><b>State Curriculum Map</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>State Units, Lessons, and Resources</b></p>	<p><b>Resources:</b></p> <p><b>State Standards</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf</a></p> <p><b>State Curriculum Map</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>State Units, Lessons, and Resources</b></p>	<p><b>Resources:</b></p> <p><b>State Standards</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf</a></p> <p><b>State Curriculum Map</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>State Units, Lessons, and Resources</b></p>	<p><b>Resources:</b></p> <p><b>State Standards</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Standards.pdf</a></p> <p><b>State Curriculum Map</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf">https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-6-Curriculum-Map.pdf</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>State Units, Lessons, and Resources</b></p>

<p><b>GMAS Study/Resource Guide:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</a></p> <p><b>Content Weights for EOG</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p>	<p><b>GMAS Study/Resource Guide:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</a></p> <p><b>Content Weights for EOG</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p>	<p><b>GMAS Study/Resource Guide:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</a></p> <p><b>Content Weights for EOG</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p>	<p><b>GMAS Study/Resource Guide:</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/Study_Guide_GR06_2020.pdf</a></p> <p><b>Content Weights for EOG</b>  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p>
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