

Congratulations on your ELA assignment in Sixth Grade! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. NC no longer has common core ELA standards. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter into two-week units to accomplish the instructional pacing of all standards.
3. Design formative and summative assessments to assess the two-week units.
4. Pacing Interpretation: **"X" --not taught this quarter; Numbered --quarter taught; "P" --performed routinely in small teacher-led groups to ensure mastery**
5. Speaking and listening" standards are NOT paced as they are on-going in the practice of all other standards.
6. All *"Speaking and Listening" standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted *"listening and speaking"* behaviors in *quality* whole group and collaborative small group tasks
8. See *"Developing Collaborative Classroom Guide"* for help with the implementation of Speaking & Listening standards within the learning environment.

Fidelity to Instructional Minutes:

- The Sixth Grade ELA block consists of a minimum 60-minute reading segment and a minimum 30-minute writing segment.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Sixth Grade **Language, Vocabulary Acquisition and Usage Standards**, are taught during the reading segment (**Ex. L.6.4a; L6.5a**).
- The writing block is a separate 30-minute segment. Students are instructed in the formal writing process. An Editing Anchor Chart is included in this guide.
- Sixth Grade **Language, Conventions of Standard English Grammar and Usage Standards**, are taught during the separate 30-minute writing segment.
- Spelling tests are given within the writing segment, NOT the reading segment. Strong emphasis should be placed on phonics instruction to decode & spell words
- Use the DPI ELA Unpacking Guide and the *Halifax ELA Literacy Framework to assist with selecting & planning: pedagogy, remediation and student engagement*.
- CASE 21 ELA Benchmarks are cumulative; however, follow the District's pacing guide as it is the blueprint for incremental growth towards mastering standards.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: ELA Quarterly-Pacing Guide

6th Grade At-a-Glance

Literature Text (RL)

Informational Text (RI)

Key Ideas and Details	Quarters				Key Ideas and Details	Quarters			
	1	2	3	4		1	2	3	4
RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	P	P	P	RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	P	P	P
RL.6.2 - Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X	2	3	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.	X	2	P	4
RL.6.3 - 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.	1	X	3	P	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).	1	P	P	P
Craft and Structure	Quarters (Q)				Craft and Structure	Quarters (Q)			
RL.6.4 - Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.	1	P	P	P	RI.6.4 - Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.	1	P	P	P
RL.6.5 - 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.	1	P	P	P	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.	X	2	P	4
RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.	X	2	P	4	RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	X	2	3	P
Integration of Knowledge and Ideas	Quarters (Q)				Integration of Knowledge and Ideas	Quarters (Q)			
RL.6.7 - 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.	X	2	3	P	RI.6.7 - Integrate information presented in different media or formats, including visually, quantitatively, as well as in words to develop a coherent understanding of a topic or issue.	1	P	P	P
RL.6.8 - (Not applicable to literature)	N/A	N/A	N/A	N/A	RI.6.8 - 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.	X	2	P	P
RL.6.9 - 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.	X	2	3	P	RI.6.9 - 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).	X	2	3	P
Range of Reading and Level of Text Complexity	Quarters (Q)				Range of Reading and Level of Text Complexity	Quarters (Q)			
RL.6.10 - By the end of grade 6, read and understand literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text	P	P	P	P	RI.6.10 - By the end of grade 6, read and understand informational text in the grades 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text	P	P	P	P

6th Grade At-a-Glance

Language (L)					Language (L)				
	Quarters					Quarters			
	1	2	3	4		1	2	3	4
Subject/Verb Agreement: <ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	P	P	P	P	Phrases and Clauses: <ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	1	P	P	P
Verbs: <ul style="list-style-type: none"> Explain the function of verbals (such as gerunds or participles) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	1	P	P	P	Usage: <ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	1	P	P	P
Adjectives: Form and use compound adjectives	X	2	P	P	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: demonstrate proficiency with the 6-8 conventions continuum.	P	P	P	P
Adverbs: <ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	1 1	P P	P P	P P	Punctuation: <ul style="list-style-type: none"> Use punctuation to set off nonrestrictive/parenthetical elements Use a comma to separate coordinate adjectives Use punctuation to indicate a pause or break Use an ellipsis to indicate an omission Use a semicolon to link two or more closely related independent clauses Use a colon to introduce a list or quotation Apply hyphen conventions 	P 1 1 X 1	P P 2 P	P P P P	P P P P
Sentences: <ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	1 1	P P	P P	P P	Spelling: <ul style="list-style-type: none"> Consistently apply conventional rules to spell words correctly 	P	P	P	P

Pronouns: <ul style="list-style-type: none">• Ensure that pronouns are in the proper case (subjective, objective, possessive)• Use intensive pronouns• Recognize and correct inappropriate shifts in pronoun number and person• Recognize and correct vague pronouns• Continue to ensure pronoun-antecedent agreement• Recognize and apply the nominative case and objective case	1	P	P	P	References: <ul style="list-style-type: none">• Continue to consult reference materials as needed to check and correct spellings	1	P	P	P		
Commonly Confused Words <ul style="list-style-type: none">• Continue to correctly use frequently confused words	1	P	P	P		L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.	Quarters				
							1	2	3	4	
L.6.3 Apply Knowledge of Language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Quarters				L.6.5 Demonstrate understanding of figurative language and nuances in word meanings: <ul style="list-style-type: none">a. Interpret figures of speech in context based on grade 6 reading and content.b. Distinguish among the connotations of words with similar denotations	X	2	X	X		
	1	2	3	4		1	X	X	X		
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: <ul style="list-style-type: none">• L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style• L.6.3b Maintain consistency in style and tone.	1	P	P	P	L.6.6 Acquire and use accurately a range of general academic and domain-specific words and phrase sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension and expression	Quarters					
	1	P	P	P		1	2	3	4		
L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases:	Quarters				L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	P		
L.6.4 Determine and/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: context clues, word parts, word relationships, and reference materials.	1	2	3	4							

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August 2019

6th Grade At-a-Glance

Writing (W)

Text Types and Purposes	Quarters (Q)				Text Types and Purposes	Quarters (Q)			
	1	2	3	4		1	2	3	4
W.6.1 Write arguments to support claims with clear reasons and relevant evidence:					W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
a. Organize information and ideas around a topic to plan and prepare to write.	1	X	X	X	a. Organize information and ideas around a topic to plan and prepare to write.	X	X	3	X
b. Introduce claims(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	1	X	X	X	b. 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.	X	X	3	X
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	1	X	X	X	c. Use narrative techniques, such as dialogue , pacing , and description , to develop experiences, events, and/or characters .	X	X	3	X
d. Establish and maintain a formal style.	1	X	X	X	d. Use a variety of transition words, phrases , and clauses to convey sequence and signal shifts from one time frame or setting to another.	X	X	3	X
e. Provide a concluding statement or section that follows from the argument presented.	1	X	X	X	e. Use precise words and phrases , relevant descriptive details, and sensory language to convey experiences and events.	X	X	3	X
f. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting or trying a new approach, with consideration to task, purpose, and audience.	1	X	X	X	f. Provide a conclusion that follows from the narrated experiences or events.	X	X	3	X
g. W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.	1	X	X	X	g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising , editing , rewriting, or trying a new approach, with consideration to task , purpose , and audience.	X	X	3	X
					W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.	1	2	3	4
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content:	Quarter					Quarters			
	1	2	3	4		1	2	3	4
a. Organize information and ideas around a topic to plan and prepare to write.	X	2	X	X	W.6.5 Conduct short research projects	X	2	3	4
b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.	X	2	X	X	W.6.6 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.	1	2	3	4
	X	2	X	X		1	2	3	4

c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	X	2	X	X	W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.				
d. Use appropriate transitions to clarify the relationships among ideas and concepts.	X	2	X	X					
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	X	2	X	X					
f. Establish and maintain a formal style.	X	2	X	X					
g. Provide a concluding statement or section that follows from the information or explanation presented.	X	2	X	X					
h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.	X	2	X	X					
i. W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.									

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Editing Marks Anchor Chart

Marks & Meanings	Examples
 capitalize	They fished in lake tahoe.
 make it lowercase	Five s tudents missed the B us.
 spelling mistake	The day was cloudy and cold. sp.
 add a period	Tomorrow is a holiday.
 delete (remove)	Kim knew the the answer.
 add a word	pups Six were in the litter.
 add a comma	He ate peas, corn, and squash.
 reverse words or letters	An otter swam in the bed kelp.
 add an apostrophe	The child's bike was red.
 add quotation marks	"Why can't I go?" she cried.
 make a space	He read two#books.
 close the space	Her favorite game is soft ball.
 begin a new paragraph	We had fun. ¶ Next we went to