

Adair County Middle School

2019-2020

6th Grade Reading and Writing STANDARDS / PACING GUIDE

5 Key Skills

Standard	Learning Target We are learning to...
Literature	
Key Ideas and Details	
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	...find textual evidence to support my ideas about a text.
RL.6.2 Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	...determine the theme of a text and explain how it is conveyed through details. ...give an unbiased summary of a text.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	...describe how the plot of a story unfolds in a series of episodes. ...explain how a character reacts or changes as the plot comes to close.
Craft and Structure	
RL.6.4 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.	...determine the figurative meaning of a word or phrase in a text. ...analyze the impact that word choice has on meaning and tone.
RRL.6.5 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	...analyze how a particular sentence contributes to the theme, setting, or plot of a text.
RL.6.6 Explain how an author develops the perspective of the narrator or speaker in a text.	...explain how an author develops the point of view of the narrator or the speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation.	...compare and contrast the experience of reading a text with seeing or hearing the performance of the text.
RL.6.8 (Not applicable to literature)	
RL.6.9 Compare/contrast how various forms or genres of texts approach a similar theme or topic.	...compare and contrast how texts in different genres approach a similar theme or topic.
Range of Reading and Level of Text Complexity	
RL.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literacy texts independently and proficiently.	...read and comprehend grade-level-appropriate literature.
Informational	
Key Ideas and Details	
RI.6.1	...find textual evidence to support my ideas about a text.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
RI.6.2 Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	...determine the central idea of a text and explain how it is conveyed through details. ...provide an objective summary of a text.
RI.6.3 Analyze in detail how an author develops a key individual, event or idea over the course of a text.	...analyze how an idea is introduced, illustrated, and elaborated in an informational text.
Craft and Structure	
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	...determine the figurative, connotative, or technical meaning of a word or phrase used based on how it is used in an informational text.
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.	...analyze how an individual section of an informational text fits into the overall structure and contributes to the development of ideas.
RI.6.6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	...determine the author's point of view and explain how it is conveyed in an informational text.
Integration of Knowledge and Ideas	
RI.6.7 Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	...integrate information from different media or formats to add to my understanding of a topic or issue.
RI.6.8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims	...evaluate claims in a text by distinguishing claims that are supported by evidence from claims that are not.
RI.6.9 Compare/contrast how two or more authors present similar events.	...compare and contrast two authors' presentations of the same events.
Range of Reading and Level of Text Complexity	
RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	...read and comprehend grade-level-appropriate informational text.
Composition	
Text Types and Purposes	

C.6.1 Compose arguments to support claims with clear reasons and relevant evidence.	...write an argument with clear reasons and relevant evidence to support a claim.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	...write an argument with clear, organized reasons and relevant evidence to support a claim.
b. Introduce claim(s) and organize the reasons and evidence clearly.	...support a claim or argument with evidence and by using credible sources.
c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	...support a claim or argument with relevant evidence and credible sources. ...acknowledge the opposing viewpoint to my claim, which demonstrates I have an understanding of the topic.
d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	...use words, phrases and clauses to clarify the relationships among claims and reasons.
e. Establish and maintain a formal style.	...establish and maintain a formal style when writing an argument.
f. Provide a concluding statement or section that follows from the argument presented.	...create a conclusion that follows from the argument I present in my writing.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	...use the steps of the writing process to strengthen and further develop my writing.
C.6.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	...write an informative or explanatory piece that examines a topic and conveys relevant ideas by including appropriate content.
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	...write an informative or explanatory piece with organized ideas, concepts, and information.
b. Introduce a topic, previewing what is to follow; 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.	...develop the topic of an informative or explanatory piece by using facts, definitions, details, quotations, and other information. ...use formatting, graphics, and multimedia when needed.
c. Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.	...develop the topic with relevant facts, definitions, concrete details, quotations, and other important information.
d. Use appropriate transitions to clarify the relationships among ideas and concepts.	...use appropriate transitions to clarify the relationships among ideas in my informative or explanatory writing.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	...use precise language and vocabulary to explain the topic of my informative or explanatory writing.
f. Establish and maintain a formal style.	...establish and maintain a formal style in my informative or explanatory writing.
g. Provide a concluding statement or section that follows from the information or explanation presented.	...create a conclusion that follows from the information I present in my informative or explanatory writing.
h. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	...with guidance, to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
C.6.3 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.	...write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details., and well-structured event sequences.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	...produce clear and coherent writing using effective organization and style which are appropriate to task, purpose, and audience.
b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	...engage the reader by establishing a context, introducing a narrator and characters, and organizing a logical sequence of events.
c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	...use dialogue, pacing, and description to develop experiences, events, and characters in my narrative writing.
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	...use transition words, phrases, and clauses to convey sequence and signal shifts in time frame or setting in my narrative writing.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	...use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in my narrative writing.

f. Provide a conclusion that follows the narrated experiences or events.	...create a conclusion that follows the experiences or events described in my narrative writing.
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	...develop and strengthen our writing by planning, revising, editing, rewriting, or trying a new approach, using guidance and support from my peers and adults as needed.
Production and Distribution	
C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	...use technology to create and publish writing and collaborate with others. ...cite sources using MLA or APA format.
Research to Build and Present Knowledge	
C.6.5 Conduct short research projects to answer a question, drawing on several sources.	...conduct short research projects and use several sources to answer a question.
C.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	...gather relevant information from multiple print and digital sources, assess their credibility, and provide basic bibliographic information for sources. ...properly quote or paraphrase information from sources.
Range of Writing	
C.6.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	...write over different time frames for a range of tasks, purposes, and audiences.
Language	
Conventions of Standard English	
L.6.1 In both written and oral expression:	
a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.	...correct vague pronouns
b. Recognize and correct inappropriate shifts in pronoun number and person.	...correct inappropriate shifts in pronoun number and person.
c. Recognize variations from standard English and implement strategies to improve expression in conventional language.	...recognize variations from standard English in writing and speaking and use strategies to improve the use of conventional language.
L.6.2 When writing:	
a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	...use commas, parentheses, and dashes correctly.
b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	...use a dictionary or electronic device to check the correct spelling of a word.
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	
a. Vary sentence patterns for meaning, reader/listener interest and style.	...vary sentence patterns for meaning, reader/listener interest, and style when writing or speaking.
b. Maintain consistency in style and tone.	...maintain consistency in style and tone when writing or speaking.
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning on unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	
a. 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.	...use context clues to help me determine the meaning of a word or phrase.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	...use word affixes and roots to help me determine the meaning of a word.
c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.	...use reference materials to find the correct pronunciation of a word or to determine or clarify its meaning.

d. 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.	...acquire and use vocabulary appropriate for 6th grade reading and content.
L.6.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
a. Interpret figurative language, including but not limited to personification, in context.	...interpret figures of speech, such as personification, using context.
b. Use the relationship between particular words to better understand each of the words.	...use the relationship between particular words to better understand each of the individual words.
c. Distinguish among the connotations of words with similar denotations.	...distinguish among connotations and denotations of words with similar meanings.

Unit	Standards	Window of Instruction (weeks)	Essential Vocabulary
Genres/Subgenres	RL.6.1 RL.6.9	Weeks 1-2	Genre/Subgenre - fiction (realistic, historical, science, fantasy); nonfiction (biography, autobiography, informational, persuasive); folklore (fable, myth, tall tale, fairy tale, legend); poetry
Text Features	RI.6.1 RI.6.5	Weeks 3-4	Text Feature - Bold/Italic, Font Change, Picture, Caption, Chart/Graph, Table of Contents, Glossary, Index, Time Line
Informational Text - Text Structures	RI.6.1 thru RI.6.10 L.6.4a thru L.6.4d	Weeks 5 - 11	Text Structure - Chronological Description Compare and Contrast Problem and Solution Cause and Effect Main Idea
Argumentative Writing	C.6.1a thru C.6.1g C.6.2a thru C.6.2h C.6.4 C.6.5 C.6.6 C.6.7 L.6.2 L.6.3	Weeks 12-16	Argument Writing Thesis Statement and Supporting Details Claim and Counterclaim Transitional Words and Phrases
End of semester wrap-up: MAP Testing and Learning Check Activity	see standards above	Week 17	
Pronouns and Punctuation	L.6.1a thru L.6.1c L.6.2a and L.6.2b	Weeks 18-21	Pronouns: antecedent, vague, subjective,

			objective, possessive, intensive Punctuation: commas, parentheses, dashes
Literature	RL.6.1 thru RL.6.10 L.6.4a thru L.6.4d	Weeks 22-27	Plot, Setting, Characters, Exposition, Rising Action, Falling Action, Resolution; Point of View Conflict Character Traits Theme
Figurative Language	L.6.5a thru L.6.5c	Weeks 28-29	Simile, Metaphor, Personification, Hyperbole, Idiom, Pun, Onomatopoeia, Repetition, Oxymoron, Assonance, Allusion
Narrative Writing	C.6.3a thru C.6.3g C.6.7 L.6.2 L.6.3	Weeks 30-31	Narrative - dialogue, descriptive language, sensory details, figurative language; Writing Process - planning, revising, editing, rewriting
Narrative Writing	C.6.4	Week 32	Writing Process - planning, revising, editing, rewriting
KPREP Review	all standards	Weeks 33-34	see above
KPREP Testing		Week 35 K-PREP Testing	
End-of-Year Activities		Week 36 End-of-Year Activities	
Reading Plus	RI.6.1 thru RI.6.10 RL.6.1 thru RL.6.10	Ongoing throughout the year	Weekly assignments completed on Reading Plus based on students' initial test results
Vocabulary	L.6.4a thru L.6.4d L.6.5	Ongoing throughout the year	Bi-weekly vocabulary lists provided by Flocabulary.com