

Grade 6 Common Core Pacing Guide

6th Grade Reading

Units of Study	Target Standard	"I Can" Statements	Vocabulary	Time Frame
<p>Launching Writer's Notebook: Reading Literature</p>	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. 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 judgments.</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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</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.</p>	<p>RL.6.1 I can refer to the text to support my thoughts and draw inferences about a story.</p> <p>RL.6.2 I can use details from the text to determine the theme or message of a story.</p> <p>RL.6.2 I can give a summary of the story without adding my opinions or judgments.</p> <p>RL.6.5 I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.</p> <p>RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.9 I can compare and contrast similar themes or topics in various fiction genres.</p>	<p>audience chronology conferment dialogue elaboration engagement evaluation generation pacing personal narrative relevance sequence</p>	<p>4 weeks Tri 1</p>
<p>Independent Reading: Reading Literature</p>	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. 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</p>	<p>RL.6.1 I can refer to the text to support my thoughts and draw inferences about a story.</p> <p>RL.6.2 I can use details from the</p>	<p>character motivation character traits fluency</p>	<p>3 weeks Tri 1</p>

	<p>opinions or judgments.</p> <p>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.</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.</p> <p>RL.6.10. 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>text to determine the theme or message of a story.</p> <p>RL.6.2 I can give a summary of the story without adding my opinions or judgments.</p> <p>RL.6.3 I can describe how the plot of a story or drama unfolds in a sequence of events.</p> <p>RL.6.3 I can describe how the characters in a story or drama change as a story moves towards its conclusion.</p> <p>RL.6.5 I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.</p> <p>RL.6.10 I can read and understand stories, dramas and poems at my grade level and above (with help where needed).</p>	<p>"Just Right"</p> <p>books</p> <p>narration</p> <p>plot</p> <p>scenes</p> <p>setting</p> <p>stamina</p> <p>tension</p> <p>theme</p>	
<p>Argument Paragraph: Informational Text</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.</p> <p>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.</p> <p>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.</p>	<p>RI.6.1 I can refer to the text to support my thoughts and draw inferences about a piece of informational text.</p> <p>RI.6.8 I can locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.</p>	<p>argument/persuasion</p> <p>audience</p> <p>citing sources</p> <p>credible sources</p> <p>debatable claim</p> <p>evidence</p> <p>fact vs. opinion</p>	<p>3 weeks Tri 1</p>

		RI.6.10 I can read and understand literary nonfiction at my grade level and above (with help where needed).	reflection revision	
Narrative Reading: Reading Literature	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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.</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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</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.</p> <p>RL.6.10. 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>RL.6.1 I can refer to the text to support my thoughts and draw inferences about a story.</p> <p>RL.6.4 I can figure out the deeper meanings of words and phrases as they are used in a story.</p> <p>RL.6.4 I can think and talk about the effects that specific words have on the meaning or tone of a story.</p> <p>RL.6.5 I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.</p> <p>RL.6.6 I can explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.7 I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version.</p> <p>RL.6.7 I can tell the difference</p>	<p>analysis</p> <p>character</p> <p>citation</p> <p>comparison</p> <p>contrast</p> <p>inference</p> <p>multimedia</p> <p>narrative</p> <p>techniques</p> <p>narrator</p> <p>plot</p> <p>point of view</p> <p>scenes</p> <p>setting</p> <p>tension</p> <p>textual evidence</p> <p>theme</p> <p>tone</p>	<p>4 weeks</p> <p>Tri 2</p>

		<p>between what I "see" and "hear" when reading a story or drama to what I notice when I listen or watch the same story.</p> <p>RL.6.9 I can compare and contrast similar themes or topics in various fiction genres.</p> <p>RL.6.10 I can read and understand stories, dramas and poems at my grade level and above (with help where needed).</p>		
Literary Essay: Reading Literature	<p>RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.2. 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 judgments.</p> <p>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.</p> <p>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.</p> <p>RL.6.10. 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>RL.6.1 I can refer to the text to support my thoughts and draw inferences about a story.</p> <p>RL.6.2 I can use details from the text to determine the theme or message of a story.</p> <p>RL.6.2 I can give a summary of the story without adding my opinions or judgments.</p> <p>RL.6.3 I can describe how the plot of a story or drama unfolds in a sequence of events.</p> <p>RL.6.3 I can describe how the characters in a story or drama change as a story moves towards its conclusion.</p> <p>RL.6.4 I can figure out the deeper meanings of words and phrases as they are used in a story.</p> <p>RL.6.4 I can think and talk about</p>	<p>analysis of literature</p> <p>character</p> <p>direct quotes</p> <p>drafting</p> <p>essay structure</p> <p>formal style</p> <p>multiple claims</p> <p>paraphrasing</p> <p>purpose</p> <p>revising</p> <p>textual evidence</p> <p>transitions</p> <p>valid reasoning</p>	<p>4 weeks</p> <p>Tri 2</p>

		<p>the effects that specific words have on the meaning or tone of a story.</p> <p>RL.6.10 I can read and understand stories, dramas and poems at my grade level and above (with help where needed).</p>		
<p>Informational Reading: Reading Literature</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.</p> <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.</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</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.</p> <p>RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <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).</p> <p>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.</p>	<p>RI.6.1 I can refer to the text to support my thoughts and draw inferences about a piece of informational text.</p> <p>RI.6.2 I can use details from the text to determine the central idea of a piece of informational text.</p> <p>RI.6.2 I can give a summary of a piece of informational text without adding my opinions or judgments.</p> <p>RI.6.4 I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.</p> <p>RI.6.4 I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.</p> <p>RI.6.5 I can think about how various sections (sentences,</p>	<p>analysis</p> <p>author's purpose</p> <p>central idea</p> <p>cite evidence</p> <p>compare</p> <p>content-specific vocabulary</p> <p>contrast</p> <p>infer</p> <p>summary</p> <p>text features</p> <p>text structures</p> <p>textual evidence</p>	<p>4 weeks Tri 2</p>

		<p>chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.</p> <p>RI.6.6 I can figure out an author’s point of view in a piece of informational text and explain how it is expressed in the text.</p> <p>RI.6.9 I can compare and contrast one author’s presentation of events with that of another author’s presentation of the same events.</p> <p>RI.6.10 I can read and understand literary nonfiction at my grade level and above (with help where needed).</p>		
<p>Informational Essay: Reading Literature</p>	<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.</p> <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).</p> <p>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.</p>	<p>RI.6.2 I can use details from the text to determine the central idea of a piece of informational text.</p> <p>RI.6.2 I can give a summary of a piece of informational text without adding my opinions or judgments.</p> <p>RI.6.3 I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a</p>	<p>analysis audience (the reader) cause and effect (text structure) central idea concluding paragraph organization of information</p>	<p>4 weeks Tri 3</p>

		piece of informational text.	reflection/meta-cognition research question	
Informational Essay: Reading Literature	<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.</p> <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).</p> <p>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.</p>	<p>RI.6.2 I can use details from the text to determine the central idea of a piece of informational text.</p> <p>RI.6.2 I can give a summary of a piece of informational text without adding my opinions or judgments.</p> <p>RI.6.3 I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.</p> <p>RI.6.10 I can read and understand literary nonfiction at my grade level and above (with help where needed).</p>	<p>analysis audience (the reader) cause and effect (text structure) central idea concluding paragraph organization of information reflection/meta-cognition research question</p>	4 Week Tri 3
Writing the Argument: Reading: Informational Text	<p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <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.</p> <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).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>RI.6.1 I can refer to the text to support my thoughts and draw inferences about a piece of informational text.</p> <p>RI.6.2 I can use details from the text to determine the central idea of a piece of informational text.</p> <p>RI.6.2 I can give a summary of a piece of informational text</p>	<p>debatable claim factual and anecdotal evidence meta-cognition (reflection) note-taking problem vs. issue reading</p>	4 weeks Tri 3

	<p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.7. 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>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.</p> <p>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.</p>	<p>without adding my opinions or judgments.</p> <p>RI.6.3 I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.</p> <p>RI.6.4 I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.</p> <p>RI.6.4 I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.</p> <p>RI.6.6 I can figure out an author’s point of view in a piece of informational text and explain how it is expressed in the text.</p> <p>RI.6.7 I can better understand a topic or issue by thinking about how it has been presented in different media or formats.</p> <p>RI.6.8 I can locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are</p>	<p>annotation research revision topic viability</p>	
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		not. RI.6.10 I can read and understand literary nonfiction at my grade level and above (with help where needed).		
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Trimester 1 Assessments	Trimester 1 Resources
DRA	Wonders Reading Series

Trimester 2 Assessments	Trimester 2 Resources
DRA	Wonders Reading Series

Trimester 3 Assessments	Trimester 3 Resources
DRA	Wonders Reading Series