

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
------	---------------------	-----------	------------------	--------------	--

UNIT ONE					
CONTENT AREA SKILLS (tested on Benchmark Exam)			*All must be supported with textual evidence*		
Determine point of view		Identify setting		Analyze text structure	
Analyze how author develops point of view		Determine overall theme		Word meaning in context	
Analyze figurative language		Determine central idea of informational text		Analyze impact of word choice on meaning	
		Summarize informational text		Write an explanatory article for school newspaper drawing on 3 sources	
Launch Week	Fall Writing Sample Map Test		<ul style="list-style-type: none"> •Determine baseline performance levels •Student goal setting 	Argumentative	http://elaessentials.weebly.com/baseline-writing-prompts.html
1	ERWC Module: “The Loch Ness Monster” Activities 1-11		<ul style="list-style-type: none"> •Explore key concepts and anticipate issues in the texts •Analyze the use of text features •Identify key words and phrases essential for meaning making •Cite textual evidence to support analysis of what text says 	N/A	
2	ERWC Module: “The Loch Ness Monster” Activities 12-18		<ul style="list-style-type: none"> • Interact with text by agreeing, disagreeing, asking questions, and elaborating •Determine author’s purpose •Analyze author’s stylistic choices •Synthesize ideas from two texts to form a response 	Rhetorical Précis	

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
3	ERWC Module: “The Loch Ness Monster” Activities 19-26		<ul style="list-style-type: none"> • Establish and support a claim with textual evidence and informed opinions • Develop and strengthen writing as necessary • Use appropriate vocabulary 	Argumentative Essay	Imagine that you are giving a speech to a group of science teachers and students. Write a speech that argues either for or against continuing to study the existence of the Loch Ness Monster.
4	SyncStart --Grade 6		<p>Blast</p> <p>Skills: Annotation, Context Clues, Reading Comprehension</p> <p>First Read: “Eleven”</p>		
5	SyncStart --Grade 6		<p>Skills: Collaborative Conversations, Text Dependent Responses, Textual Evidence, Figurative Language</p> <p>Close Read: “Eleven”</p> <p>Skills: Short Constructed Response, Peer Review</p>	Informative/ Explanatory	<p>I. In “Eleven,” Sandra Cisneros focuses the narrative on <u>an embarrassing moment</u> in the life of the main character. Analyze how that choice contributes to the overall development of the plot. In building your response, consider the following questions:</p> <ul style="list-style-type: none"> • What do we learn about Rachel through her description of this event that we might not otherwise know? • How does the way Cisneros structures the story help build sympathy for Rachel? • How do figures of speech such as similes contribute to the

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
					<p>descriptions of Rachel and reveal her ideas about her world?</p> <ul style="list-style-type: none"> •How does the event support Rachel’s theory that people are all the ages they’ve ever been? <p>Support your writing with evidence from the text. Be sure to cite specific examples of similes and other figures of speech that contribute to your ideas.</p> <p>II. How does the point of view in “Eleven” both help the reader connect with Rachel’s thoughts and feelings as well as limit what the reader knows about the other characters? Write a short essay or well-developed paragraph that addresses this question. Explain your analysis of the point of view of the story and provide evidence from the story to support your ideas.</p> <p>III. Write a response that retells the incident in the excerpt from the point of view of the sweater. Tell what you think of Ms. Price, Rachel, and the other students,</p>

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
					and how they respond to you. Use quotations from the story or refer directly to parts of the story that support what you are thinking.
Study Sync Unit 1: TURNING POINTS					
6	“Guts: The True Stories Behind <u>Hatchet</u> and the Brian Books”	Grade Level: <u>Hatchet</u> Alternate: <u>Julie of the Wolves</u>	<ul style="list-style-type: none"> •Determine central or main idea •Synthesize details by making inferences •Use common Greek and Latin affixes to determine the meanings of unfamiliar words 	Informative/ Explanatory (Narrative – III only)	I. How can catastrophes become turning points in our lives? First, reread the excerpt from <i>Guts: The True Stories Behind <u>Hatchet</u> and the Brian Books</i> , reminding yourself of the central idea of the text and at least three details that support it. Then, use your understanding of the central idea to describe what can happen when life changes direction because something bad happens. Remember to write clearly using complete sentences and supporting your ideas with evidence from the text and your own experience. II. What are some of the ways that people are affected when something catastrophic happens? Write a short essay in which you use the central idea of <i>Guts: The True Stories Behind <u>Hatchet</u> and the Brian Books</i> as well as your

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
					<p>knowledge and experience to respond to this question. Your essay should contain an introduction with a thesis (main idea) statement, a body supported by textual evidence and relevant experience and knowledge, and a concluding statement.</p> <p>III. Write a paragraph that explains: how can people be changed or affected when something really bad happens to them? Your paragraph must have an introductory statement that answers the question, a body supported by evidence from the text and/or evidence from your own life, news stories, movies, etc., and a concluding statement.</p>
7	“I Never Had It Made”	Grade Level: Hatchet Alternate: Julie of the Wolves	<ul style="list-style-type: none"> •Determine structure of informational text •Interpret and analyze figurative language and its impact on meaning and tone •Relate a text in a different medium about the same topic to the passage • Determine meaning of words based on context 	Informative/ Explanatory	<p>I. & II. See Study Sync</p> <p>III. What can you infer (learn) about Jackie Robinson from this excerpt? Write a response in which you describe two or three of Jackie Robinson’s qualities/traits that made him successful. Use example from the text to support your paragraph or short essay.</p>

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
8	“The Pigman”	Grade Level: <u>Hatchet</u> Alternate: <u>Julie of the Wolves</u>	<ul style="list-style-type: none"> •Make inferences about characters •Determine point of view •Use point of view to understand and analyze characters and actions •Determine theme •Determine meaning of words in context 	Informative/ Explanatory	ALL: See Study Sync
9	Extended Writing Project	Grade Level: <u>Hatchet</u> Alternate: <u>Julie of the Wolves</u>	<ul style="list-style-type: none"> •Read, annotate, and analyze student sample of informative writing •Craft a thesis statement •Choose an organizational structure •Evaluate supporting details for relevance •Practice introducing main idea in opening paragraph •Use transitional language in and between paragraphs •Craft a strong and meaningful conclusion •PREWRITE, PLAN, & DRAFT INFORMATIVE ESSAY 	Informative/ Explanatory Essay	<p>Think about the selections and the novel you have read that involve life-changing experiences. Write an informative/explanatory essay in which you explain how two or three individuals in the texts you have read faced life-changing experiences, and analyze the impact of these changes on their lives, the lives of others, their countries, etc.</p> <p>Your essay should include:</p> <ul style="list-style-type: none"> • an introduction with a clear thesis statement • body paragraphs with relevant evidence and

PCI Pacing Guide: 6th Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
					thorough analysis to support your thesis statement • a conclusion paragraph that effectively wraps up your essay
10	Extended Writing Project	Extended/Challenge Reading: • <u>The</u>	<ul style="list-style-type: none"> •Revise for style and precise language and for solid support of thesis with textual evidence •Provide peer review and receive feedback •Grammar practice: Pronoun/ Antecedent Agreement & Intensive and Reflective Pronouns •REVISE, EDIT & PUBLISH NARRATIVE WRITING PROJECT	Informative/ Explanatory Essay	
11	Assessment Benchmark #1 Unit 1 Performance Task	Extended/Challenge Reading, continued	<ul style="list-style-type: none"> •Assess outcome of student learning •Students demonstrate understanding of key instructional content •Students write to sources/stimuli 		