

## PCI Pacing Guide: 6<sup>th</sup> Grade English

Week	Materials/Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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### UNIT 3

CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Analyze word connotation	Determine author's (I) and narrator's (L) point of view	Analyze and assess usefulness of information within and among sources
Identify author's claim	Identify and analyze conflict	Write a narrative from an alternate perspective/point of view
Vocabulary in context	Determine theme	
Make inferences about texts in order to compare		

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Launch Week	Winter MAP Test Writing Sample				See <a href="http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html">http://elaessentials.weebly.com/beginning-of-year-writing-prompts.html</a>
1	ERWC Module: Build Your Brain Activities 1-10		<ul style="list-style-type: none"> <li>•Introduction to rhetorical analysis</li> <li>•Consider how text features affect readability</li> <li>•Consider how figurative language makes messages more engaging</li> </ul>	Summary	
2	ERWC Module: Build Your Brain Activities 11-23		<ul style="list-style-type: none"> <li>•Introduction to concepts of ethos, logos, purpose, and audience</li> <li>•Question a text</li> <li>•Consider what makes a source credible</li> </ul>	Letter	

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			<ul style="list-style-type: none"> <li>•Consider effect of medium on message</li> </ul>		
3	ERWC Module: Build Your Brain Activities 24-26		<ul style="list-style-type: none"> <li>•Make language choices for an audience</li> <li>•Use text features and graphics effectively</li> </ul>	Informative/ Explanatory	Synthesize what you learned about the brain and growing your intellect into a pamphlet for 3rd graders titled “What is your brain and how do you grow it?” Use accurate information drawn from your readings and present it in a way that will interest and inform 8-9 year-olds, using both information and pictures.
<b>Study Sync Unit 3: “Facing Challenges”</b>					
4	I Am an American	<b>Grade Level:</b> <u>Roll of Thunder, Hear My Cry</u> <b>Alternate:</b> <u>The Monsters Are Due on Maple Street</u>	<ul style="list-style-type: none"> <li>•Determine author’s purpose and point of view</li> <li>•Analyze organizational structure, words and images used to convey information</li> <li>•Make connections between details in text</li> <li>•Compare how media impacts point of view or perspectives about the same historical event</li> </ul>	Informative/ Explanatory	I. & II. See StudySync III. Write a well-developed paragraph in which you compare and contrast the video interview with Jimmie Kanaya with the excerpt from <i>I Am an American: A True Story of Japanese Internment</i> . Explain how the two sources are similar in their coverage of Japanese American internment and then explain how they are different. Conclude your paragraph by telling if you think these texts share the same purpose and/or message. Support your writing with evidence from the text and video.
5	The Circuit	<b>Grade Level:</b> <u>Roll of</u>	<ul style="list-style-type: none"> <li>•Determine narrative point of view</li> </ul>	Informative/ Explanatory	I. See StudySync II. & III.

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		<p><u>Thunder, Hear My Cry</u>  <b>Alternate:</b>  <u>The Monsters Are Due on Maple Street</u></p>	<ul style="list-style-type: none"> <li>•Analyze details to understand impact of point of view on story elements</li> <li>•Infer thoughts of characters through narration, dialogue, and actions.</li> </ul>		<p>Author Francisco Jimenez’s autobiographical novel <i>The Circuit: Stories from the Life of a Migrant Child</i> is written from the first-person point of view of a child migrant worker.</p> <p>Write an essay/well-developed paragraph that tells how changing the point of view from the boy to one of his parents might reveal different aspects of what life was like for migrant workers as they faced challenges and hardships.</p> <ul style="list-style-type: none"> <li>•Support your central idea with relevant, well-organized evidence from the text, including quotations, details, and examples.</li> <li>•After providing evidence from the story, explain how point of view influences readers’ understanding of the characters and their experiences.</li> </ul>
6	Les Misérables	<p><b>Grade Level:</b>  <u>Roll of Thunder, Hear My Cry</u>  <b>Alternate:</b>  <u>The Monsters</u></p>	<ul style="list-style-type: none"> <li>•Analyze characters’ words and actions to determine theme</li> <li>•Provide evidence in support of implicit theme</li> <li>•Grammar practice</li> </ul>	Argumentative (Choose Short Constructed Reponse – Argumentative Rubric)	<p>ALL:            Think about the Bishop's surprising behavior with Jean Valjean. At first the Bishop seems to deny that Valjean committed a crime, but then holds Valjean to a promise that he</p>

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		<u>Are Due on Maple Street</u>	(handout): Recognizing and Correcting Vague Pronouns		had not made. Write a short essay/well-developed paragraph explaining what you believe the motive is for the Bishop's actions. Support your claim with evidence from the story.
7	Extended Writing Project	<b>Grade Level:</b> <u>Roll of Thunder, Hear My Cry</u> <b>Alternate:</b> <u>The Monsters Are Due on Maple Street</u>	<ul style="list-style-type: none"> <li>•Prewrite, Plan &amp; Draft</li> <li>•Do (online) Skill Lessons to review/practice: Descriptive Details, Introductions, Narrative Techniques and Sequencing</li> </ul>	Fictional Narrative	See StudySync
8	Extended Writing Project	<b>Extended/Challenge Reading:</b> <u>Stepping on the Cracks;</u> <u>The Mighty Miss Malone</u>	<ul style="list-style-type: none"> <li>•Revise &amp; Publish</li> <li>•Do (online) Skill Lessons to review/practice: Revise</li> <li>•Grammar Practice (handout): Pronoun-Antecedent Agreement in Number and Gender</li> </ul>		
9	<b>Assessment</b> 1. Spring Benchmark (Illuminate) 2. Unit 3 Performance Task (StudySync Online Assessment or request PDF			Fictional Narrative	

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