

Sixth Grade ELA Pacing Guide 2015-2016																			
	September	October	November	December	January	February	March	April	May	June									
Theme	Self-Discovery		Seek Discover		Finding Common Ground			Creativity/Kids Making Changes											
Resources/	Story Map		Over the Top of the World (MH)		Time for Kids			The Graveyard Book											
Reading			Time for Kids		Scope			Real Kids Real Stories Real Change											
Selections/	Time for Kids		Scope		The Boy of Unusual Vision (MH)			A Long Walk to Water											
Options	Scope		Exploring the Titanic (MH)		Gandhi														
					MLK Jr.														
Novels	Hatchet	Tale of Despereaux	Crispin		When You Reach Me														
	Boy of the Painted Cave				Maniac Magee														
	Matilda				Number the Stars														
	Bridge to Terabithia				Inside out and Back Again														
Writing Resourc	Comprehensive Narrative Writing Guide by Empowering Writers				Expository Writing by Empowering Writers				Comprehensive Argumentative Writing Guide by Empowering Writers										
Reading Skills	Informational	Connotation	Point of View	Reading Literat	Objective Sum	Figurative Lang	Informational	Reading Literature	Narrative Reading	Informational Reading	Literature	Nonfiction							
	<i>Theme</i>	<i>Inferences</i>	<i>Comparing Auth</i>	<i>Inference</i>	<i>Plot</i>	<i>Overall Structur</i>	<i>Inferences</i>	<i>Poetry</i>	<i>Point of View</i>	<i>Inference</i>	<i>Context Clues</i>	<i>Technical Voca</i>	<i>Point of View</i>						
	<i>Figurative Lang</i>	<i>Technical Word Meanings</i>	<i>Theme</i>	<i>Context Clues</i>			<i>Theme/Central I</i>	<i>Theme</i>	<i>Reading/Listeni</i>	<i>Theme</i>	<i>Context Clues</i>	<i>Point of View</i>	<i>Analysis of argumentative pieces</i>	<i>Theme</i>	<i>Word Choice Analysis</i>	<i>Theme/Central I</i>	<i>Figurative Language</i>		
Writing Skills	Narrative	Dialogue	Description	Word Choice			Summarize	Context Clues	Genres	Summary	Point of View	Media Integration	Plot	Overall structure	Summary	Connotation			
	<i>Events</i>	<i>Pacing</i>	<i>Transitions</i>	<i>Conclusions</i>			<i>Point of View</i>	<i>Word Choice Analysis</i>	<i>Plot</i>	<i>Word Choice</i>			<i>Characters</i>	<i>Analyze Examples and anecdotes</i>					
	<i>Introductions</i>						Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing	Informational Writing		
							<i>Introducing the t</i>	<i>Developing the ideas with facts/s</i>	<i>Introduce and organize</i>	<i>Precise Language</i>	<i>Claim</i>	<i>Conclusion</i>							
							<i>Transitions</i>	<i>Precise Langua</i>	<i>Formal Style</i>	<i>Develop with relevent facts</i>	<i>Formal Style</i>	<i>Evidence</i>	<i>Formal Style</i>						
							<i>Conclusion</i>			<i>Appropriate Transitions</i>	<i>Concluding Statement</i>	<i>Reasoning</i>							
Grammar	Pronouns						Style and Tone	Spelling	Context Clues	Context Clues	Figurative Language	Figurative Language	Figurative Language	Figurative Language	Figurative Language	Figurative Language	Figurative Language	Figurative Language	
							<i>Greek/Latin roots</i>	<i>Commas</i>	<i>Greek/Latin roots</i>	<i>Affixes/suffixes</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>	<i>Analyzing Relationships between words (analogies)</i>
							Sentence Patterns	Parantheses	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials	Reference Materials
							<i>Capitalization</i>												
							<i>Dashes</i>												
Speaking/Listen	Refer to McGraw Hill Blackline Assessments																		