

Grade 6 English Language Arts

Full-Year Pacing Guide

8 units · 32 instructional weeks · all 41 Common Core standards. Reading builds toward the argument unit; writing modes land after students have read strong models of each.

WEEKS 1-4

Unit 1: Evidence and Theme

Cite textual evidence for explicit and inferred meaning; determine a theme through its particular details, distinct from personal opinion; trace how characters respond and change as a plot moves toward resolution.

RL.6.1

Citing textual evidence

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2

Theme through details

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.

RL.6.3

Plot episodes and character change

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.

WEEKS 5-8

Unit 2: Craft: Word, Structure, and Voice

Analyze word choices, figurative and connotative meanings, and figures of speech; how a sentence, chapter, scene, or stanza fits a text's structure and builds theme; how an author develops a narrator's point of view.

RL.6.4

Word meaning and tone

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.

RL.6.5

How a part fits the whole

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.

RL.6.6

Developing the narrator's view

Explain how an author develops the point of view of the narrator or speaker in a text.

L.6.5

Figurative language and nuance

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

WEEKS 9-11

Unit 3: Versions, Genres, and the Reading Range

Compare reading a text to listening to or watching its audio or video version; compare texts in different genres approaching similar themes; read and comprehend grade-band literature independently.

RL.6.7

Reading vs. listening or viewing

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.

RL.6.9

Themes across forms and genres

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.

RL.6.10

Range of literature

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.

WEEKS 12-15

Unit 4: Central Ideas in Nonfiction

Cite evidence in informational text; determine a central idea and how details convey it; analyze how a key individual, event, or idea is introduced, illustrated, and elaborated; summarize without opinion.

RI.6.1 Citing evidence in nonfiction

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Central idea through details

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.

RI.6.3 Introduced, illustrated, elaborated

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.10 Range of nonfiction

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.

WEEKS 16-20

Unit 5: Nonfiction Craft, Argument, and Sources

Technical and connotative word meanings with vocabulary strategies; how a part fits a text's structure; author's purpose and point of view; integrating information across formats; evaluating whether claims are backed by reasons and evidence; comparing two authors' presentations of the same events.

RI.6.4 Word meanings in nonfiction

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Structure of a nonfiction text

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.

RI.6.6 Author's purpose and its delivery

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7 Integrating media and formats

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.

RI.6.8 Supported vs. unsupported claims

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.

RI.6.9 Two authors, one story

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).

L.6.4 Determining word meanings

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

WEEKS 21-25

Unit 6: Writing: Argument, Information, Narrative

Write arguments with clear claims, credible evidence, and formal style; informative pieces that examine a topic through well-chosen facts and details; narratives with effective technique, descriptive details, and structured event sequences — all with development and organization matched to task and audience, across extended and shorter time frames.

W.6.1 Argument writing

Write arguments to support claims with clear reasons and relevant evidence.

W.6.2 Informative writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3 Narrative writing

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4**Clear and coherent writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.10**Range of writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

WEEKS 26-29**Unit 7: Revision, Research, and Publication**

Strengthen writing by planned revision passes; use technology to produce and publish with keyboarding fluency; conduct short research projects drawing on several sources; assess credibility, paraphrase without plagiarism, and cite; draw evidence from texts to support analysis.

W.6.5**Planning, revising, editing**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6**Technology and keyboarding**

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7**Short research projects**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8**Gathering and crediting sources**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9**Evidence from texts**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

WEEKS 30-32**Unit 8: Speaking, Listening, and Conventions**

Collaborative discussions with preparation and talk moves; interpreting information across media; delineating a speaker's claims; presentations with logical sequence, clear delivery, and visuals that clarify; pronoun conventions and sentence variety; punctuation for nonrestrictive elements; academic vocabulary.

SL.6.1**Collaborative discussions**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2**Interpreting media and formats**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.3**A speaker's claims, weighed**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

SL.6.4**Presenting claims and findings**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5**Multimedia in presentations**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6**Adapting speech to context**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.1**Grammar: pronouns and usage**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2 Capitalization, punctuation, spelling

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3 Sentence variety and consistent style

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.6 Academic vocabulary

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.
