Grade 6
English PACING GUIDE
Lunenburg County Public Schools
2018-2019

First Nine Weeks

SOL	TOPIC	DAYS
6.4a	Identify word origins and derivations: ● use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible. ● identify Latin and Greek roots of common English words as clues to the meaning.	10
6.4b	Use roots, affixes, synonyms, and antonyms to expand vocabulary: ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from polygon and phone from telephone to predict the meaning of polyphony	10
6.4c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words: ● use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning. - use context clues to determine meanings of unfamiliar words in text, such as: ○ examples; ○ restatements; and ○ contrast	5
6.4f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing	4

6.5k	Use reading strategies to monitor comprehension throughout the reading process: ● use strategies for summarizing, such as graphic organizers. ● use graphic organizers to record plot elements that illustrate cause and effect relationships and plot development. ● use graphic organizers to record changes in characters as a result of incidents in the plot. ● use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues	10
6.5g	Identify the characteristics of a variety of fictional genres	3

6.5a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme:
	● Identify setting as time and place
	● Explain plot as
	  ○ The development of the central conflict and resolution
	  ○ The sequence of events
	  ○ The writer's map for what happens, how it happens, to whom it happens, when it happens, why it happens, and where it happens
	● Identify characters as protagonist and antagonist
	● Identify point of view and distinguish between first and third person
	● Identify characterization as the way the author presents a character and character traits are revealed by
	  ○ What a character says
	  ○ What a character thinks
	  ○ What a character does
	  ○ How a character responds to other characters
		15

	● Identify theme(s) and explain how it is developed ● Identify internal and external conflicts	
6.5f, 6.6e	Draw conclusions and make inferences using the text for support; draw conclusions and make inferences using explicit and implied information ● Use evidence from the text for support when drawing conclusions or making inferences, ● comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. ● read beyond the printed text to understand the message stated or implied by an author.	2
6.5c	Explain how an author uses character development to drive conflict and resolution.	1
6.6a	Skim materials using text features such as type, headings, and graphics to predict and categorize information: - pose questions prior to and during the reading process based on text structures, such as: ● boldface and/or italics type; ● type set in color; ● vocabulary; ● graphics or photographs; and ● headings and subheadings	5
6.6h	Differentiate between fact and opinion	2
6.5d	Differentiate between first and third person point-of-view	1
6.5i	Compare/contrast details in literary and informational nonfiction texts	2
6.5k, 6.6k	Use reading strategies to monitor comprehension throughout reading process	4

6.8a,b,c,d,e,f,g,h	The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	15
6.9a,b	Formulate and revise questions about a research topic; collect and organize information from multiple sources	2
6.9c,d	Evaluate and analyze the validity and credibility of sources; cite primary and secondary sources	2
6.9e,f	Avoid plagiarism and follow ethical and legal guidelines for gathering and using information; demonstrate ethical use of the Internet	1
6.2a, b	Use effective verbal and nonverbal communication skills to deliver multimodal presentations; Use language and vocabulary appropriate to audience, topic, and purpose	1

Second Nine Weeks

SOL	TOPIC	DAYS
6.4a	Identify word origins and derivations: ● use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible. ● identify Latin and Greek roots of common English words as clues to the meaning.	10
6.4b	Use roots, affixes, synonyms, and antonyms to expand vocabulary: ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating	10

	poly from polygon and phone from telephone to predict the meaning of polyphony	

6.4c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words:
	● use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning.
	● use context clues to determine meanings of unfamiliar words in text, such as:
	  ○ examples;
	  ○ restatements; and
	  ○ contrast
		5

6.4e	Use word-reference materials. ● consult word reference materials (e.g., dictionaries, glossaries, thesauruses, both print and online) to find the pronunciation of a word or determine or clarify its meaning. ● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content.	2
6.4f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing	4
6.6f	Identify the author's organizational pattern(s): ● chronological or sequential; ● comparison/contrast; ● cause and effect; ● problem-solution; ● generalization ● process	10
6.6i	Identify cause and effect relationships	2
6.5b	Identify cause and effect relationships and	2

	their impact on plot	
6.6g, 6.5j	Identify transitional words and phrases that signal an author's organizational pattern.	3
6.6b,c,d	Identify the main idea Summarize supporting details Create an objective summary including main idea and supporting details	3
6.5k, 6.6k	Use reading strategies to monitor comprehension throughout reading process	4
6.2c	Give collaborative and individual formal and informal interactive presentations	3
6.2d	Paraphrase and summarize key ideas of a presentation	1
6.8a,b,c,d,e,f,g,h	The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	15

Third Nine Weeks

SOL	TOPIC	DAYS
6.4a	Identify word origins and derivations: ● use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., aud – hearing, listening, or sound audience, auditory, audible.	10
6.4b	Use roots, affixes, synonyms, and antonyms to expand vocabulary: ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating poly from	10

	polygon and phone from telephone to predict the meaning of polyphony	
6.4c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words: ● use context (e.g., the overall meaning of a sentence or paragraph; a word's function in a sentence) as a clue to the meaning. ● use context clues to determine meanings of unfamiliar words in text, such as examples; restatements; and contrast	5
6.4d	Identify and analyze the construction and impact of figurative language ● Identify figurative language in text including simile, hyperbole, and personification	2
6.4f	Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing	4
6.5f, 6.6e	Draw conclusions and make inferences using the text for support; draw conclusions and make inferences using explicit and implied information ● Use evidence from the text for support when drawing conclusions or making inferences, ● comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization. ● read beyond the printed text to understand the message stated or implied by an author.	1
6.5i	Compare/contrast details in literary and informational nonfiction texts	2
6.5e	Describe how word choice and imagery contribute to the meaning of a text: ● Notice an author's craft, including use of	2

	○ Vocabulary ○ Sentence variety ○ Imagery ○ Word choice to develop mood and tone	
6.6h	Differentiate between fact and opinion	2
6.6j	Analyze ideas within and between selections, providing textual evidence	3
6.5k, 6.6k	Use reading strategies to monitor comprehension throughout reading process	4
6.8a,b,c,d,e,f,g,h	The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	15
6.3a,b,c,d	Compare and contrast techniques used in a variety of media messages; identify the characteristics and effectiveness of messages; interpret information; craft and publish audience-specific media messages	3

Fourth Nine Weeks

SOL	TOPIC	DAYS
6.4 a,b,c,d,e,f	The student will read and determine the meanings of unfamiliar words and phrases within authentic texts - review	10
6.5 a,b,c,d,e,f,g,h,i,j,k	The student will read and demonstrate comprehension if a variety of fictional texts, literary nonfiction, and poetry - review	10
6.6 a,b,c,d,e,f,g,h,i,j,k	The student will read and demonstrate comprehension of nonfiction texts - review	10
6.7a,b,c	Engage in writing as a recursive process, choose audience and purpose, use prewriting strategies to generate and organize ideas	2
6.7 d,f,h	Organize writing to fit mode or topic, establish a central idea, and write a multiparagraph composition with elaboration and unity	5