

6th Grade

Recommended Unit Pacing (to align with CIP)

[Quarter One](#)

Unit Three: Facing Challenges

[Quarter Two](#)

Unit One: Turning Points

[Quarter Three](#)

Unit Four: Heroes

[Quarter Four](#)

Unit Two: Ancient Realms

Quarter One

Unit Three: Facing Challenges



Quarter One

Unit Three: Facing Challenges

When should we stand up for others and ourselves?

Text		Stand.	Skill
Whole Group	A Wrinkle in Time (novel excerpt)	6.5a 6.RL.1.A, B, & C 6.5c 6.RL.1.C, D, & E	6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. 6.RL.1 Key Ideas and Plot Details A. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details. B. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution. C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot. 6.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include short stories, literary nonfiction, novels, poetry, and drama. 6.RL.1 Key Ideas and Plot Details C. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot. D. Explain how static and dynamic characters impact the plot. E. Explain the role of the protagonist and antagonist on plot events.
	The Monsters are Due on Maple Street (play excerpt)	6.5g Review of 5.RL, 6.RL.1.A	Identify the characteristics of a variety of genres.
	Roll of Thunder, Hear My Cry (novel excerpt)	6.5a 6.RL.1.A, B, & C 6.5c 6.RL.1.C, D, & E	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. Explain how an author uses character development to drive conflict and resolution.
	The Circuit: Stories from the Life of a Migrant Child (novel excerpt)	6.5d 6.RL.2.C	Differentiate between first and third person point of view.
	These are not explicitly taught through StudySync. Modify to incorporate.*	6.4a 6.RV.1.C	Identify word origins and derivations.
		6.4b 6.RV.1.C & D	Use roots, affixes, synonyms, and antonyms to expand vocabulary.
		6.4c	Use context and sentence structure to determine meanings and

		6.RV.1.B	differentiate among multiple meanings of words.
		6.4d 6.RV.1.E	Identify and analyze the construction and impact of figurative language.
		6.5b 6.RL.3.A	
		6.5f 6.DSR.C	Draw conclusions and make inferences using the text for support.
Writing Focus	Narrative**	<p>6.7 The student will write in a variety of forms, to include narrative [...]</p> <ul style="list-style-type: none"> 6.7b Choose audience and purpose. 6.7c Use a variety of prewriting strategies to generate and organize ideas. 6.7d Organize writing to fit mode or topic. 6.7e Write narratives to include characters, plot, setting, and point of view. 6.7h Write multi paragraph compositions with elaboration and unity. 6.7j Select vocabulary and information to enhance the central idea, tone, and voice. <p>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> 6.8b Use pronoun-antecedent agreement to include indefinite pronouns. 6.8c Maintain consistent verb tense across paragraphs. 6.8e Use quotation marks with dialogue. 6.8f Choose adverbs to describe verbs, adjectives, and other adverbs. <p>**See Middle School Literacy Guide for writing portfolio expectations.</p>	
Book Clubs	Other Words for Home	Practice skills above in choice texts.	
	Red Scarf Girl		
	Hatchet		

*See the [CIP/StudySync Pacing Guide](#) for other texts to teach missing skills.

Quarter Two

Unit One: Turning Points



Quarter Two

<div style="text-align: center;"> Unit One: Turning Points <i>What happens when life changes direction?</i> </div>			
Text		Stand.	Skill
Whole Group	Guts: The True Story Behind Hatchet and the Brian Books (biography excerpt)	6.4b 6.6b	Use roots, affixes, synonyms, and antonyms to expand vocabulary. Identify main idea.
	I Never Had it Made: An Autobiography of Jackie Robinson (autobiography excerpt)	6.5b	Describe cause-and-effect relationships and their impact on plot.
	Eleven (short story excerpt)	6.5a	Identify the elements of narrative structure [...]
	Island of the Blue Dolphins (novel excerpt)	6.5f	Draw conclusions and make inferences using the text for support.
	The Father of Chinese Aviation (magazine article)	6.6e	Conclusions and inferences based on explicit and implied info.
	These are not explicitly taught through StudySync. Modify to incorporate.*	6.4a	Identify word origins and derivations.
		6.4c	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
		6.5i	Compare/contrast details in literary and informational nonfiction texts.
		6.6a	Skim materials using text features such as type, headings, and graphics to predict and categorize information.
		6.6c	Summarize supporting details.
		6.6d	Create an objective summary including main idea and supporting details.
		6.6f	Identify the author's organizational pattern(s).
		6.6g	Identify transitional words and phrases that signal an author's organizational pattern.
Writing Focus	Research Expository**	6.7 The student will write in a variety of forms, to include [...] expository [...] <ul style="list-style-type: none"> 6.7b Choose audience and purpose. 6.7c Use prewriting strategies to generate and organize ideas. 6.7d Organize writing to fit mode or topic. 6.7f Establish a central idea, incorporating evidence and maintaining an organized structure. 6.7i Use transition words and phrases. 6.7l Revise writing for clarity, including specific vocabulary and information. 6.8a Use subject-verb agreement with intervening phrases and clauses. <ul style="list-style-type: none"> 6.8a Use subject-verb agreement with intervening phrases and clauses. 6.9 The student will find, evaluate, and select appropriate resources to create a research product. <ul style="list-style-type: none"> 6.9a Formulate and revise questions about a research topic. 6.9b Collect and organize information from multiple sources. 6.9c Evaluate and analyze the validity and credibility of sources. 	

		<ul style="list-style-type: none"> • 6.9d Cite primary and secondary sources. • 6.9e Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. • 6.9f Demonstrate ethical use of the Internet. <p>**See Middle School Literacy Guide for writing portfolio expectations.</p>
Book Clubs	Esperanza Rising	Practice skills above in choice texts.
	New Kid	
	Island of the Blue Dolphins	
	I Never Had it Made	
	Warriors Don't Cry	
	Guts: The True Stories Behind Hatchet	

*See the [CIP/StudySync Pacing Guide](#) for other texts to teach missing skills.

Quarter Three

Unit Four: Heroes



Quarter Three

Unit Four: Heroes

What does it mean to be a hero?

Text		Stand.	Skill
Whole Group	The Education of George Washington (informational text excerpt)	6.4d	Identify/analyze the construction & impact of fig. language.
		6.5h	Identify and analyze the author's use of figurative language.
	Rosa (poem)	6.5e	Describe how word choice and imagery contribute to the meaning of a text.
		6.5g	Identify the characteristics of a variety of genres.
	Sunrise Over Fallujah (novel excerpt)	6.5e	Describe how word choice and imagery contribute to the meaning of a text.
	Celebrities as Heroes (opinion essays)	6.6h	Differentiate between fact and opinion.
		6.6j	Analyze ideas within and between selections, providing textual evidence.
	The Story Behind the Bus (informational text)	6.6j	Analyze ideas within/between selections, provid. evidence.
	My Father is a Simple Man (informational text)	6.5a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
	These are not explicitly taught through StudySync. Modify to incorporate.*	6.4e	Use word-reference materials.
		6.5b	Describe cause-and-effect relationships and their impact on plot.
		6.5f	Draw conclusions and make inferences using the text for support.
		6.5j	Identify transitional words and phrases that signal an author's organizational pattern.
		6.6a	Skim materials using text features such as type, headings, and graphics to predict and categorize information.
		6.6c	Summarize supporting details.
		6.6e	Draw conclusions and make inferences based on explicit and implied information.
		6.6f	Identify the author's organizational pattern(s).
		6.6g	Identify transitional words and phrases that signal an author's organizational pattern.
		6.6i	Identify cause-and-effect relationships.
Writing Focus	Reflective**	6.7 The student will write in a variety of forms, to include [...] reflective [...] <ul style="list-style-type: none"> 6.7b Choose audience and purpose. 	

		<ul style="list-style-type: none"> • 6.7h Write multiparagraph compositions with elaboration and unity. • 6.7i Use transition words and phrases. • 6.7j Select vocabulary and information to enhance the central idea, tone, and voice. • 6.7k Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. • 6.7l Revise writing for clarity of content including specific vocabulary and information. <p>6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.</p> <ul style="list-style-type: none"> • 6.8h Use subordinating and coordinating conjunctions. <p>**See Middle School Literacy Guide for writing portfolio expectations.</p>
Book Clubs	The Red Bandanna (Young Readers)	Practice skills above in choice texts.
	Freak the Mighty	
	Holes	
	Wonder	
	Rosa Parks: My Story	
	Freedom Walkers	
	Sunrise Over Fallujah	

*See the [CIP/StudySync Pacing Guide](#) for other texts to teach missing skills.

Quarter Four

Unit Two: Ancient Realms



Review and remediate based on student needs. Be sure to teach persuasive writing in Q4.

Additional Resources for Remediation:

- [Poetry Mini Units](#)
- [Texts by Standard](#): find resources for standards that students have not yet mastered

Quarter Four

Unit Two: Ancient Realms

How does history inform and inspire us?

Text		Stand.	Skill
Whole Group	A Short Walk Around the Pyramids & Through the World of Art (informational text)	6.6h	Differentiate between fact and opinion.
	Aesop's Fables	6.5a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
	Perseus (poem)	6.4c 6.5e	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. Describe how word choice and imagery contribute to the meaning of a text.
	Heroes Every Child Should Know: Perseus (myth excerpt)	6.5a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
	Black Ships Before Troy: The Story of the Iliad (novel excerpt)	6.5a	Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
	The Lightning Thief (novel excerpt)	6.5d 6.5f	Differentiate between first and third person point of view. Draw conclusions and make inferences using the text for support.
	The Hero Schliemann: The Dreamer Who Dug for Troy (biography excerpt)	6.5d 6.5h	Differentiate between first and third person point of view. Identify and analyze the author's use of figurative language.
Writing Focus	Persuasive	6.7 The student will write in a variety of forms, to include [...] persuasive [...] <ul style="list-style-type: none"> 6.7b Choose audience and purpose. 6.7c Use a variety of prewriting strategies to generate and organize ideas. 6.7d Organize writing to fit mode or topic. 6.7g Compose a thesis statement for expository and persuasive writing. 6.7h Write multi paragraph compositions with elaboration and unity. 6.7i Use transition words and phrases. 6.7j Select vocabulary and information to enhance the central idea, tone, and voice. 6.7k Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. 6.7l Revise writing for clarity of content including specific vocabulary and information. Select standards from 6.8 that need remediation.	
Book Clubs	Beowulf the Warrior	Practice skills above in choice texts.	
	Percy Jackson: The Lightning Thief		