

| | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
|---------------|---|---|--|---|--|
| WEEK 1 | <p>6.R.2I Concept of main idea and supporting details - determine the main idea from a text.</p> <p>6.R.2I Determine the main idea, supporting details and transition words from a text.</p> <p>6.R.1 / 6L.1 Identify and distinguish between fiction and non-fiction from the means used.</p> | <p>6.R.4I Determine the meaning of academic and content-specific words and phrases in an informational text.</p> <p>6.R.1 Work with main idea, supporting details, transition words, content vocabulary, and identify non-fiction elements in a story.</p> <p>6. R.3L / 6.R.1 Present elements of a short story and traits of fiction.</p> | <p>6.R.3L , 6.S.1 Character traits</p> <p>6.LA.4 Comparatives and superlatives</p> <p>6.R.2L / 6..R.3L Select a story and analyze it.</p> | <p>6.R.2L Determine details and summarize the story</p> <p>6.R.3L Plot out the timeline of the main events correctly</p> <p>6.L.1 / 6.LA.4 Determine or clarify story vocabulary</p> | <p>6W.3 Present elements of a narrative essay</p> <p>6.W.3 Develop a two paragraph essay. Brainstorm about possible titles for a narrative and the steps of a narrative.</p> |
| | DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
| WEEK 2 | <p>6.W.3 Through the use of the writing process, start a draft.</p> | <p>6.W.4 / 6.LA.3 Demonstrate knowledge of correct language usage when writing</p> | <p>6.W.3 Demonstrate how the character overcomes a challenge. Through the</p> | <p>6.R.5I / 6.W.8 / 6.LA.2 Compare and contrast the overall structure (cause/effect) of events, ideas, concepts, or</p> | <p>6.S.2 / 6.R.7I / 6.R.5I Answer and formulate both closed and open-ended questions in informal discussions and</p> |

| | | | | | |
|---------------|---|---|---|--|--|
| | <p>During the writing process, include supporting details and describe how the character changes in the story.</p> <p>6.W.4 / 6.LA.2 Spell correctly; strengthen writing as needed by the process of planning.</p> | <p>6.W.4 / 6.LA.1 Develop and strengthen writing as needed by the process of planning, revising, editing, and applying appropriate sentence structure and word order. (English grammar and usage when writing)</p> | <p>writing process, publish the narrative.</p> | <p>information in two or more informational texts, do research on a specific topic and spell correctly.</p> <p>6.R.4I / 6.R.9I Determine the meaning of academic and content-specific words and phrases in an informational text and integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p>distinguish information from a variety of informational texts (e.g., books, magazines, newspapers, and websites) using the most valuable informational source to locate an answer, cite a source, or solve a problem.</p> <p>6.R.2I / 6.R.5I Compare and contrast the overall structure (e.g., cause/effect, problem/solution) of events, ideas, concepts, or information in two or more informational texts and identify main idea.</p> |
| | DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 |
| WEEK 3 | <p>6.W.2 / 6.LA.2 / 6.W.4 Write longer informational texts to examine a topic and convey ideas with</p> | <p>6.W.4 / 6.LA.1 / 6.LA.3 Develop and strengthen writing as needed by the process of planning,</p> | <p>6.R.4I / 6LA.1 Demonstrate command of English grammar and usage when writing, and</p> | <p>6.W.8 / 6.LA.1 Rewrite/change a short story into a news article integrating the</p> | <p>6.R.9I / 6.R.8 Create and maintain a running log of statements, organizing</p> |

| | | | | | |
|---------------|--|---|---|--|--|
| | <p>increasing independence using appropriate text organization, grammar structure and spelling. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Spell correctly (expository text).</p> | <p>revising, editing, and applying appropriate sentence structure and word order. Demonstrate command of English grammar and usage when writing</p> | <p>explain meaning of content words by indicating the part of the article in which it should appear and order the statements to form the original story.</p> <p>Demonstrate command of English grammar and usage when writing by identifying subject and predicate.</p> <p>State the difference between a statement and question.</p> | <p>characteristics of a news article in a writing and will demonstrate command of English grammar and usage in writing.</p> <p>6.W.7 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> | <p>the statements into either the “fact” column or the “opinion” column.</p> <p>Show knowledge of the concepts “fact” and “opinion”.</p> <p>Read examples of news articles and editorial articles and show understanding by underlining facts and opinions in each type of article accurately.</p> |
| | DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 |
| WEEK 4 | <p>6.R.2L / 6.S.6 / 6.L.1 Building Background Knowledge Poetry</p> <p>6.S.6 / 6.R.5L / 6.R.4L Elements of Poetry</p> | <p>6.S.6 / 6.L.1 / 6.R.5L Types of Poems</p> <p>6.W.8 / 6.S.3 Activity: Writing poetry with sentence prompt.</p> | <p>6.LA.1 Homophones</p> <p>6.LA.1 / 6.W.7 Writing homophones</p> <p>6.LA.1 / 6.LA.5 / 6.L.1</p> | <p>6.LA.5 / 6.LA.1 / 6.S.3 Identify simile, metaphor, homophones</p> <p>6.W.8 / 6.LA.5 Integrate similes in poetry</p> | <p>6.R.7L / 6.S.3 Use appropriate vocabulary to build meaning, figurative language</p> <p>6.LA.1 / 6.LA.5 / 6.LA.3</p> |



DEPARTAMENTO DE
EDUCACIÓN



SUMMER PACING GUIDE
ENGLISH - SIXTH GRADE (6th)

| | | | | | |
|--|---|--|--------------------------------|--|------------------------------|
| | 6.S.6 / 6.L.1 / 6.R.5L Types of Poems | 6.R.2L / 6.L1 Making predictions | Understand figurative language | | Homophones, simile, metaphor |
|--|---|--|--------------------------------|--|------------------------------|