

Communication • Grade 6
Pacing Guide for Core Curriculum and Benchmarks

NYS Standard/ Key Idea/ Strand	Performance Indicators	Theme	Reading and Writing Focus	Notes
	Entry Level Assessments: district choices for early assessment		Placement and Diagnostic Assessments Reading and Language Arts Pretests	To determine strengths and weaknesses To determine proficiency with selected skills before starting instruction
ELA 1.1-1.3R, 1.6R, 1.14R, 1.16R ELA 2.3W, 2.5W, 3.2S ELA 3.1-3.12W	PI 47 students develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes and exclude extraneous materials PI 56 students present responses to and interpretations of literature, making references to the literacy elements found in the text and connections with their personal knowledge and experience PI 66 students monitor and adjust their own oral and written presentations according to the standards for a particular genre	Theme 1 Week 1 The Best School Year Ever	Reading <i>Decoding/Phonics Skills:</i> letter patterns: roles of silent e <i>Skill:</i> narrative elements <i>Strategy:</i> self-question Writing Writers craft: voice	Descriptive paragraph
ELA 1.1-1.12W ELA 2.1R, 2.4R, 2.5R ELA 1.3R, 1.5R, 1.6R, 4.1-4.5W, 4.1-4.4L, 3.3S	PI 39 students compare and synthesize information from different sources PI 50 students read and view texts and performance from a wide range of authors, subjects, and genres PI 71 students use verbal and nonverbal skills to improve communication with others	Theme 1 Week 2 Yang the Eldest and His Odd Jobs	Reading <i>Decoding/Phonics Skills:</i> letter patterns: words with ight, aight, and eight <i>Skill:</i> prefixes, suffixes and roots <i>Strategy:</i> create mental images Writing Writers craft: voice	Descriptive essay
ELA 1.3R, 1.5R, 1.6R ELA 2.4L, 3.2-3.4L ELA 2.2S, 3.1S, 3.2S	PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults PI 62 students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations PI 74 students read and discuss social communications of other writers and use some of the techniques of those writers in their own writing	Theme 1 Week 3 Knots in My Yo-yo String	Reading <i>Decoding/Phonics Skills:</i> letter patterns: R-controlled vowels <i>Skill:</i> make judgments <i>Strategy:</i> use decoding/phonics Writing Writers craft: voice	Personal narrative

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ELA 3.1L ELA 2.4L, 3.2-3.4L ELA 3.4W, 1.4S, 2.4S, 3.2-3.5S	PI 45 students establish authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented PI 62 students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations PI 64 students present (in essays, position, papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments	Theme 1 Week 4 The Marble Champ	Reading <i>Decoding/Phonics Skills:</i> syllables Schwa <i>Skill:</i> narrative elements <i>Strategy:</i> read ahead Writing Writers craft: voice	story
ELA 1.1-1.12W ELA 3.1L ELA 3.1-3.12W	PI 39 students compare and synthesize information from different sources PI 61 students assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose PI 66 students monitor and adjust their own oral and written presentations according to the standards for a particular genre	Theme 1 Week 5 Darnell Rock Reporting	Reading <i>Decoding/Phonics Skills:</i> word structure: compound words <i>Skill:</i> prefixes, suffixes and roots <i>Strategy:</i> make and confirm predictions Writing Writers craft: practice writing	Personal narrative
Theme 1 Holistic Assessment				
ELA 1.5-17R, 1.12R, 1.18R ELA 1.13R	PI 40 students use a wide variety of categories for selecting, organizing and categorizing information PI 51 students understand and identify the distinguishing features of the major genre and use them to aid their interpretation and discussion of literature	Theme 2 Week 1 Number the Stars	Reading <i>Decoding/Phonics Skills:</i> syllables: unaccented syllables <i>Skill:</i> narrative elements <i>Strategy:</i> create mental images Writing Writers craft: effective paragraphs	Problem and solution paragraph

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ELA 2.1R, 2.6R ELA 3.4W, 1.4S, 2.4S, 3.2-3.5S ELA 1.3R, 1.5R, 1.6R, 4.1-4.5W, 4.1-4.4L, 3.3S	PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements PI 64 students present (in essays, position, papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments PI 71 students use verbal and nonverbal skills to improve communication with others	Theme 2 week 2 The Summer of the Swans	<u>Reading</u> <i>Decoding/Phonics Skills:</i> letter patterns: words with ough and augh <i>Skill:</i> literary devices <i>Strategy:</i> reread to clarify <u>Writing</u> Writers craft: effective paragraphs	How – to essay
ELA 3.1L ELA 1.1-1.3R, 1.6R, 1.14R, 1.16R ELA 3.1-3.12W	PI 45 students establish authoritative stance on the subject and provide references PI 47 students develop information with appropriate supporting materials, s PI 66 students monitor and adjust their own oral and written presentations according to the standards for a particular genre	Theme 2 Week 3 Old Yeller	<u>Reading</u> <i>Decoding/Phonics Skills:</i> letter patterns: consonants /s/c; /j/g, dge <i>Skill:</i> summarize and paraphrase <i>Strategy:</i> summarize <u>Writing:</u> effective paragraph	Essay of explanation
ELA 1.1-1.12W ELA 2.3W, 2.6-2.9W ELA 1.1-1.3R	PI 39 students compare and synthesize information from different sources PI 57 students produce interpretations of literacy works that identify different levels of meaning and comment on their significance and effect PI 60 students analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movies reviews, and editorials	Theme 2 Week 4 Trapped by the Ice!	<u>Reading</u> <i>Decoding/Phonics Skills:</i> syllables: accent marks <i>Skill:</i> literary devices <i>Strategy:</i> use context to confirm meaning <u>Writing</u> Writers craft: effective paragraphs	Summary
ELA 1.1-1.3R, 1.6R, 1.14R, 1.16R ELA 2.3W, 2.5W, 3.2S ELA 3.4W, 1.4S, 2.4S, 3.2-3.5S	PI 47 students develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes and exclude extraneous materials PI 56 students present responses to and interpretations of literature, making references to the literacy elements found in the text and connections with their personal knowledge and experience PI 64 students present (in essays, position, papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments	Theme 2 Week 5 Flood: Wrestling with the Mississippi	<u>Reading</u> <i>Decoding/Phonics Skills:</i> word structure: root word + inflection <i>Skill:</i> summarize and paraphrase <i>Strategy:</i> adjust reading rate <u>Writing</u> Writers craft: practice writing	Essay of explanation

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Theme 2 Holistic Assessment				
ELA 1.3R, 1.5R, 1.6R	PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults,	Theme 3 Week 1 The Stone Age News	Reading <i>Decoding/Phonics Skills:</i> VCCV patterns <i>Skill:</i> Text structure/main idea and details <i>Strategy:</i> summarize Writing Note Taking	
ELA 1.3R, 1.5R, 1.6R ELA 2.3W, 2.6- 2.9W ELA 2.4L, 3.2-3.4L	PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, PI 57 students produce interpretations of literacy works that identify different levels of meaning and comment on their significance and effect PI 62 students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations	Theme 3 Week 2 Ancient China	Reading <i>Decoding/Phonics Skills:</i> syllables: closed syllables <i>Skill:</i> graphic aids <i>Strategy:</i> reread to clarify Writing Writers craft: organization	Outline
ELA 1.3R, 1.5R, 1.6R ELA 3.1L ELA 4.1-4.5W	PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience PI 45 students establish authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users	Theme 3 Week 3 Pyramids	Reading <i>Decoding/Phonics Skills:</i> syllables: VCV syllable pattern <i>Skill:</i> graphic aids <i>Strategy:</i> use text structure and format Writing Writers craft: organization	Research report draft

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ELA 1.3R, 1.5R, 1.6R ELA 3.1L ELA 2.4L, 3.2-3.4L	<p>PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience</p> <p>PI 45 students establish authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented</p> <p>PI 62 students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations</p>	Theme 3 Week 4 Look into the Past: The Greeks and The Romans	<p>Reading <i>Decoding/Phonics Skills:</i> word structure: root + suffix <i>Skill:</i> text structure: main idea and details <i>Strategy:</i> adjust reading rate</p> <p>Writing Writers craft: organization</p>	Editing a research report
ELA 1.1-1.12W ELA 2.1R, 2.6R ELA 2.3W, 2.6-2.9W	<p>PI 39 students compare and synthesize information from different sources</p> <p>PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements</p> <p>PI 57 students produce interpretations of literacy works that identify different levels of meaning and comment on their significance and effect</p>	Theme 3 Week 5 The Skill of Pericles	<p>Reading <i>Decoding/Phonics Skills:</i> word structure: root + root <i>Skill:</i> prefixes, suffixes, and roots <i>Strategy:</i> use decoding/phonics</p> <p>Writing Writers craft: practice writing</p>	Publishing a research report
Theme 3 Holistic Assessment				
ELA 4.1-4.4W, 2.1W ELA 3.2-3.4W, 3.8W, 1.3S, 3.1S, 3.2S, 3.5S ELA 1.1-1.12W	<p>PI 58 students write stories, poems, literacy essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice</p> <p>PI 65 students develop arguments with effective use of details and evidence that reflects a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)</p> <p>PI 39 students compare and synthesize information from different sources</p>	Theme 4 Week 1 My Side of the Mountain	<p>Reading <i>Decoding/Phonics Skills:</i> VV and VCCCV syllable patterns <i>Skill:</i> literary devices <i>Strategy:</i> create mental images</p> <p>Writing Writers craft: effective sentences, classification essay</p>	

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ELA 4.1-4.5W ELA 2.7R, 2.12R ELA 1.1-1.3R, 1.6R, 1.14R, 1.16R	PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users PI 52 students identify significant literacy elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work PI 47 students develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes and exclude extraneous materials	Theme 4 Week 2 Fall Secrets	Reading <i>Decoding/Phonics Skills:</i> Schwa <i>Skill:</i> word relationships <i>Strategy:</i> self-question Writing Writers craft: effective sentences, paragraph that contrasts	
ELA 1.13R ELA 2.3W, 2.6-2.9W ELA 3.4W, 1.4S, 2.4S, 3.2-3.5S	PI 51 students understand and identify the distinguishing features of the major genre and use them to aid their interpretation and discussion of literature PI 57 students produce interpretations of literacy works that identify different levels of meaning and comment on their significance and effect PI 64 students present (in essays, position, papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments	Theme 4 Week 3 Girls Think of Everything	Reading <i>Decoding/Phonics Skills:</i> root word + suffix <i>Skill:</i> text structure, compare and contrast <i>Strategy:</i> read ahead Writing Writers craft: effective sentences, paragraph that compares/contrasts	
ELA 1.1-1.12W	PI 39 students compare and synthesize information from different sources	Theme 4 Week 4 A Do-It-Yourself Project	Reading <i>Decoding/Phonics Skills:</i> open syllables <i>Skill:</i> text structure, compare and contrast <i>Strategy:</i> use context to confirm meaning Writing writer's craft: effective sentences, Form: response to literature	
ELA 2.2S, 3.1S, 3.2S ELA 2.1R, 2.6R ELA 2.3W, 2.5W, 3.2S	PI 74 students read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements PI 56 students present responses to and interpretations of literature, making references to the literacy elements found in the text and connections with their personal knowledge and experience	Theme 4 Week 5 Catching the Fire: Phillip Simmons, Blacksmith	Reading <i>Decoding/Phonics Skills:</i> root word + suffix <i>Skill:</i> word relationships <i>Strategy:</i> adjust reading rate Writers craft: comparison and contrast essay	

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Theme 4 Holistic Assessment				
ELA 4.1-4.5W ELA 3.1L ELA 2.7R, 2.12R	<p>PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users</p> <p>PI 45 students establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented</p> <p>PI 52 students identify significant literacy elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work</p>	Theme 5 Week 1 Seventh Grade	<p>Reading <i>Decoding/Phonics Skills:</i> root word + inflection <i>Skill:</i> draw conclusions <i>Strategy:</i> make and confirm predictions</p> <p>Writing Writers craft: development form: persuasive paragraph</p>	
ELA 4.1-4.5W ELA 2.4L, 3.2-3.4L ELA 1.3R, 1.5R, 1.6R	<p>PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users</p> <p>PI 62 students understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations</p> <p>PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience</p>	Theme 5 Week 2 My Name is San Ho	<p>Reading <i>Decoding/Phonics Skills:</i> Prefix + root <i>Skill:</i> author's purpose and perspective <i>Strategy:</i> use decoding/phonics</p> <p>Writing Writers craft: persuasive letter</p>	
ELA 4.1-4.5W ELA 1.1-1.3R, 1.6R, 1.14R, 1.16R	<p>PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users</p> <p>PI 47 students develop information with appropriate supporting materials, such as facts, details, illustrative examples or anecdotes and exclude extraneous materials</p>	Theme 5 Week 3 Out of Darkness: The Story of Louis Braille	<p>Reading <i>Decoding/Phonics Skills:</i> prefix + root <i>Skill:</i> draw conclusions <i>Strategy:</i> summarize</p> <p>Writing Writers craft: persuasive essay</p>	
ELA 4.1-4.5W ELA 1.13R ELA 2.1R, 2.6R	<p>PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users</p> <p>PI 51 students understand and identify the distinguishing features of the major genre and use them to aid their interpretation and discussion of literature</p> <p>PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements</p>	Theme 5 Week 4 Anne of Green Gables	<p>Reading <i>Decoding/Phonics Skills:</i> prefix + root word + suffix <i>Skill:</i> word relationships <i>Strategy:</i> use text structure and format</p> <p>Writing Writers craft: review</p>	

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<p>ELA 1.3R, 1.5R, 1.6R</p> <p>ELA 1.3R, 1.5R, 1.6R, 4.1-4.5W, 4.1-4.4L, 3.3S</p>	<p>PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience</p> <p>PI 71 students use verbal and nonverbal skills to improve communication with others</p> <p>PI 70 students learn some words and expressions in another language to communicate with a peer or adult who speaks that language</p>	<p>Theme 5 Week 5</p> <p>Cowboys: Roundup on an American Ranch</p>	<p>Reading <i>Decoding/Phonics Skills:</i> consonant – le syllable pattern <i>Skill:</i> author’s purpose and perspective <i>Strategy:</i> read ahead</p> <p>Writing Writers craft: persuasive essay</p>	
Theme 5 Holistic Assessment				
<p>ELA 1.3R, 1.5R, 1.6R</p> <p>ELA 2.1R, 2.6R</p> <p>ELA 3.4W, 1.4S, 2.4S, 3.2-3.5S</p>	<p>PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience</p> <p>PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements</p> <p>PI 64 students present (in essays, position, papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments</p>	<p>Theme 6 Week 1</p> <p>Atlas in the Round</p>	<p>Reading <i>Decoding/Phonics Skills:</i> decoding long words <i>Skill:</i> text structure: cause and effect <i>Strategy:</i> use text structure and format</p> <p>Writing Writers craft: word choice form: news story</p>	
<p>ELA 2.1R, 2.6R</p> <p>ELA 1.1-1.12W</p> <p>ELA 3.1L</p>	<p>PI 55 students evaluate literacy merit based on an understanding of the genre and the literacy elements</p> <p>PI 39 students compare and synthesize information from different sources</p> <p>PI 61 students assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose</p>	<p>Theme 6 Week 2</p> <p>Dive! My Adventures in the Deep Frontier</p>	<p>Reading <i>Decoding/Phonics Skills:</i> open and closed syllables <i>Skill:</i> fact and opinion <i>Strategy:</i> use context to confirm meaning</p> <p>Writing Writers craft: word choice form: lyric poem</p>	

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ELA 4.1-4.5W ELA 2.1S ELA 1.3R, 1.5R, 1.6R	PI 72 students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users PI 73 students use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person PI 38 students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience	Theme 6 Week 4 Cyber Surfer	Reading <i>Decoding/Phonics Skills:</i> CVCe spelling pattern <i>Skill:</i> fact and opinion <i>Strategy:</i> reread to clarify Writing: writer's craft: word choice form: friendly letter	
ELA 2.3W, 2.5W, 3.2S ELA 1.13R ELA 3.1L	PI 56 students present responses to and interpretations of literature, making references to the literacy elements found in the text and connections with their personal knowledge and experience PI 51 students understand and identify the distinguishing features of the major genre and use them to aid their interpretation and discussion of literature PI 61 students assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose	Theme 6 Week 5 The Case of the Shining Blue Planet	Reading <i>Decoding/Phonics Skills:</i> accent marks <i>Skill:</i> draw conclusions <i>Strategy:</i> make and confirm predictions Writing: writer's craft: word choice form: suspense story	
Summative Assessments Theme 6 Holistic Assessment			Reading and Language Arts Assessments Posttests Holistic Assessments End-Of-Year Reading and Language Arts	To assess mastery of reading and language arts skills taught in theme To evaluate student's ability to apply reading and writing skills and strategies