**Letcher County Schools Curricular Map and Pacing Guide ELA**

**GRADE: \_\_6\_\_**

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| **Unit 1** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 1: A**  Key Ideas and Details in Informational text   1. Determining central idea and details. | CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Standard: RI.6.2  Determine a central idea of a text and how it is conveyed through particular details.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.2  SL.6.2 | * Identify a statement from the text that best states the central idea. * Determine the central idea of a text when it is implied (not directly stated in the text). * Identify details that support the central idea. * Explain how details support the central idea. * Explain how a central idea is conveyed through particular details. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 1: B**  Key Ideas and Details in Informational text   1. Summarizing informational text. | CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Standard: RI.6.2  Provide a summary of the text distinct from personal opinions or judgments.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.2  SL.6.2 | * Distinguish between facts and opinions. * Choose a sentence that best summarizes a text. * Identify irrelevant details in a summary. * Use main idea and key details to summarize a paragraph of a text. * Summarize an entire text. * Summarize a text without introducing opinions or judgments. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 1: C**  Key Ideas and Details in Informational text   1. Citing evidence to make inferences. | CCR: Read closely to determine what the text says explicitly and to make logically and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text  Standard: RI. 6.1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.2  SL.6.2 | * Explain what a text explicitly (obviously) states. * Cite (quote) evidence from the text to support what the text explicitly states. * Explain how evidence from the text supports what the text explicitly states. * Use supporting details and examples to make inferences about the text. * Cite (quote) evidence from the text to support inferences I have made from the text. * Explain how evidence from the text supports the inferences I make. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (4-6 days) | **Unit 1: D**  Key Ideas and Details in Informational text   1. Analyzing key ideas in a text. | CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text  Standard: RI. 6.3  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.2  SL.6.2 | * Distinguish between facts, examples, and anecdotes. * Analyze how an author introduces, illustrates, and elaborates a key **individual** in an informational text through facts, examples, and anecdotes. * Analyze how an author introduces, illustrates, and elaborates a key **event** in an informational text through facts, examples, and anecdotes. * Analyze how an author introduces, illustrates, and elaborates a key **idea** in an informational text through facts, examples, and anecdotes. |

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| **Unit 2** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 2: A**  Key Ideas and Details in Literature   1. Citing Evidence to Make Inferences | CCR: : Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Standard: RL.6.1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.1  SL.6.1 | * Explain what a text explicitly (obviously) states about a character. * Cite (quote) evidence from the text to support what the text explicitly states about a character. * Explain how evidence from the text supports what the text explicitly states about a character. * Use explicitly stated details and background knowledge to make inferences about a character. * Cite (quote) evidence from the text to support inferences I have made about a character. * Explain how evidence from the text supports the inferences I make about a character. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 2: B**  Key Ideas and Details in Literature   1. Describing Plot | CCR:Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Standard: RL.6.3  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.  Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.1  SL.6.1 | * Describe the exposition (beginning) of a story or drama. * Describe the rising action of a story or drama. * Describe the climax of a story or drama. * Describe the falling action of a story or drama. * Describe the resolution of a story or drama. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 2: C**  Key Ideas and Details in Literature   1. Analyzing Character Development | CCR:Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  Standard: RL.6.3  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.  Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.1  SL.6.1 | * Analyze a character’s traits. * Analyze a character’s motivation(s). * Analyze a character’s attitude. * Analyze a character’s relationships. * Describe the main conflict a character faces in a story or drama. * Explain how the character develops or changes in response to a conflict. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 2: D**  Key Ideas and Details in Literature   1. Determining Theme or Central Idea | CCR:Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Standard: RL.6.2  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.  Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.1  SL.6.1 | * Distinguish between the theme and central idea of a literary text. * Determine the theme of a literary text. * Identify relevant details that convey the theme of a literary text. * Determine the central idea of a literary text. * Identify relevant details that convey the central idea of a literary text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 2: E**  Key Ideas and Details in Literature   1. Summarizing Literary Texts | CCR:Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Standard: RL.6.2  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.  Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.1  SL.6.1 | * Identify the main characters, setting, and key events in a literary text. * Determine which details in a text are important to include in a summary. * Determine which details are unimportant and should not be included in a summary. * Determine which sentence best summarizes a literary text. * Use details such as the main characters, setting, and key events to create a summary of a literary text that is free of personal opinions and judgments. |

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| **Unit 3** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 3: A**  Craft and Structure in Informational Text   1. Determining Word Meanings: Figurative, Connotative, Technical | CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning or tone.  Standard: RI.6.4  Determine the meanings of words and phrases as they are used in a text including figurative, connotative, and technical meanings.  Standard: W.6.1  Write arguments to support claims with clear reasons and relevant evidence. | L.6.4  SL.6.1  SL.6.4 | * Distinguish between the denotative, connotative, figurative, and technical meanings of words and phrases. * Determine the denotative meaning of a word or phrase in a text. * Analyze context to determine the connotative meaning of a word or phrase in a text. * Analyze context to determine the figurative meaning of a word or phrase in a text. * Analyze context to determine the technical meaning of a word or phrase in a text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 3: B**  Craft and Structure in Informational Text   1. Analyzing Text Structures | CCR:Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  Standard: RI.6.5  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.  Standard: W.6.1  Write arguments to support claims with clear reasons and relevant evidence. | L.6.4  SL.6.1  SL.6.4 | * Identify the four different types of text structure (problem and solution, chronology, compare and contrast, and cause and effect). * Analyze the function of a particular sentence within a paragraph. * Analyze how a particular sentence contributes to the overall development of ideas in a paragraph. * Analyze the function of a particular paragraph, chapter, or section within a whole text. * Analyze how a particular paragraph, chapter, or section contributes to the development of ideas in a whole text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 3: C**  Craft and Structure in Informational Text   1. Determining Point of View in Informational Text | CCR:Assess how point of view or purpose shapes the content and style of a text.  Standard: RI.6.6  Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  Standard: W.6.1  Write arguments to support claims with clear reasons and relevant evidence. | L.6.4  SL.6.1  SL.6.4 | * Identify the three main author’s purposes (persuade, inform, and entertain). * Determine an author’s purpose for writing informational text. * Cite evidence to explain how the author’s purpose is conveyed in the text. * Explain what author’s point of view means when reading informational text. * Determine an author’s point of view about the topic of an informational text. * Cite evidence to explain how the author’s point of view is conveyed in a text. |

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| **Unit 4** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (4-6 days) | **Unit 4: A**  Craft and Structure in Literature   1. Determining Word Meaning: Figurative and Connotative | CCR: Interpret words and phrases as they are used in a text including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.  Standard: RL.6.4  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 or tone.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.4  L.6.5  SL.6.5 | * Identify different types of figurative language (simile, metaphor, personification) in a literary text. * Determine the meaning of figurative words and phrases in a literary text. * Distinguish between the connotative and denotative meanings of words. * Determine the connotative meaning of words and phrases in a literary text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (4-6 days) | **Unit 4: B**  Craft and Structure in Literature   1. Analyzing Word Choice | CCR: Interpret words and phrases as they are used in a text including determining technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.  Standard: RL.6.4  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 or tone.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.4  L.6.5  SL.6.5 | * Explain the meaning of the words tone and mood when reading a literary text. * Analyze how the author’s word choice impacts the meaning of a text. * Analyze how the author’s word choice impacts the tone of a text. * Analyze how the author’s word choice impact the mood of a text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 4: C**  Craft and Structure in Literature   1. Analyzing the Structure of a Poem | CCR: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.  Standard: RL.6.5  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. (Analyzing the structure of a poem)  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.4  L.6.5  SL.6.5 | * Identify the theme of a poem. * Analyze how a particular line fits into the overall structure of a poem. * Analyze how a particular line contributes to the overall development of the theme of a poem. * Analyze how a particular stanza fits into the overall structure of a poem. * Analyze how a particular stanza contributes to the overall development of the theme of a poem. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 4: D**  Craft and Structure in Literature   1. Analyzing the Structure of Stories | CCR: Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.  Standard: RL.6.5  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. (Analyzing the structure of stories)  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.4  L.6.5  SL.6.5 | * Identify the theme, setting, and plot of a story. * Analyze how a particular sentence fits into the overall structure of a story. * Analyze how a particular sentence contributes to the overall development of the theme, setting, and plot of a story. * Analyze how a particular chapter or scene fits into the overall structure of a story. * Analyze how a particular chapter or scene contributes to the overall development of the theme, setting, and plot of a story. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (6-8 days) | **Unit 4: E**  Craft and Structure in Literature   1. Explaining Point of View | CCR: Assess how point of view or purpose shapes content and style.  Standard: RL.6.6  Explain how an author develops the point of view of the narrator or speaker in a text.  Standard: W.6.2  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through text selection, organization and analysis of relevant concept. | L.6.4  L.6.5  SL.6.5 | * Explain the concept of point of view when reading a literary text. * Identify the narrator or speaker in a literary text. * Explain a narrator’s or speaker’s point of view in a story. * Cite textual evidence that shows how the author developed a narrator’s or speaker’s point of view. * Explain how the description of events in a story are influenced by the narrator’s or speaker’s point of view. * Explain how differing points of view can affect the reader’s understanding of the events in a story. |

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| **Unit 5** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (9-11 days) | **Unit 5: A**  Integration of Knowledge and Ideas in Informational Text   1. Evaluating an Argument | CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  Standard: RI.6.8  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.  Standard: Standard: W.6.1  Write arguments to support claims with clear reasons and relevant evidence. | L.6.3  SL.6.3 | * Explain what an argument is. * Determine an author’s argument in a text. * Explain what a claim is. * Determine an author’s specific claims in an argument. * Trace an author’s argument in a text. * Distinguish between reasons and evidence. * Distinguish between claims that are supported by reasons and evidence and claims that are not supported. * Evaluate the effectiveness of an author’s claims. * Evaluate the effectiveness of an author’s argument by determining whether its specific claims are supported by reasons and evidence form the text. |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (8-10 days) | **Unit 5: B**  Integration of Knowledge and Ideas in Informational Text   1. Comparing and Contrasting Texts | CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  Standard: RI.6.9  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).  Standard: Standard: W.6.1  Write arguments to support claims with clear reasons and relevant evidence. | L.6.3  SL.6.3 | * Distinguish between 1st and 3rd person accounts. * Distinguish between facts and opinions. * Compare facts that are presented in two different texts that are written by two different authors. * Compare and contrast one author’s presentation of events with that of another author. * Compare and contrast two author’s purposes for writing about the same topic or event. * Explain how an author’s purpose for writing influences the focus of the text and the details presented. * Compare and contrast two author’s points of view about the same topic or event. * Explain how an author’s point of view influences the focus of the text and the details presented. |

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| **Unit 6** | | | | |
| **Weeks/ Length of Unit** | **Title/Content** | **Primary Standards** | **Supporting Standards** | **Skills Assessed** |
| (5-7 days) | **Unit 6: A**  Integration of Knowledge and Ideas in Literature   1. Comparing and Contrasting Genres | CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  Standard: RL.6.9  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.  Standard: Standard: W.6.3  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | L.6.6  SL.6.6 | * Identify the characteristics of various genres. * Identify similar topics in different genres. * Compare and contrast two author’s approaches to similar topics in different genres. * Identify similar themes in different genres. * Compare and contrast two author’s approaches to similar themes in different genres. |