Instructional Guide

Grade Level <u>Sixth Grade</u> Subject <u>English Language Arts</u> School System <u>Pickens County</u> School Year <u>2011-2012</u>

Additional Resources to be used throughout the year: Ticket to Read, literacycenter.net, readingatoz.com, MySkillsTutor, My Reading Coach, pearsonsuccessnet, spellingcity.com, and Waltke's web

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
First Six					
Weeks					
First Six Weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/ Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing – when)	AHSGE	(Pacing – what)	Activities (Pacing – how)	Common Formative Assessment	Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	aajaaanioniy
First Six Weeks	Standard 1	6.1. c Apply strategies including comparing and contrasting to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman 6.1.c Unit 1,2,3, and 6 B.1 Unit 1, Unit 4 B.2 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pages 19, 269 ARI strategies ARMT End of Year Assessments		
	Standard 2	 6.2.a Interpret literary elements including implied main idea and conflict. 6.2.B.1 Identifying the climax 6.2.b Interpret literary devices including personification 	6.2.a Unit 2,4,5 B.1 under plot; Unit 3,5 6.2.b Unit 3,5 ARI strategies ARMT page 22 End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	
			D 11 0 0	,	
First Six	Standard 3	6.3.a Apply strategies that include making	Reading Street-Scott		
Weeks		complex predictions to comprehend sixth-	Foresman		
		grade informational and functional reading	6.3.a Skill taught		
		materials.	throughout year/Unit 1-6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Unit 2-5		
		reading(example: headings)	B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
First Six Weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
			Curricular Alignment	(Pacing –	needs adjustment)
		Break down into component parts		how well)	
First Six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
Weeks		comprehend sixth-grade informational and	Foresman		
		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
			B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs
wilell)		Break down into component parts	Curricular Alignment	(Pacing – how well)	adjustment)
First Six Weeks		 6.5 Analyze short stories, novels, plays, myths, and nonfiction materials for distinguishing characteristics. 6.5.B.1 Identifying odes, ballads, epic poetry, and science fiction 6.5.B.2 Identifying figurative language in various literature selections 	Reading Street- Scott Foresman 6.5 Short Stories Unit 1-6 Novels Teacher discretion Plays Unit 3,4 Myths Unit 5 Nonfiction Unit 1-6 B.1 Odes Ballads Epic Poetry Science Fiction Unit 2 B.2 Unit 1-6 ARI strategies ARMT/personification/page 22 End of year assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
First Six Weeks		6.8.a Compose in persuasive mode for a specific purpose and audience including clearly stated opinions with supporting details. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience	Reading Street-Scott Foresman 6.8.a Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 pages 307, 329 B.5 Unit 4,6 ARI strategies End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
First Six Weeks		6.8.b Compose in persuasive mode for reasons or examples to influence thought or action. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience.	Reading Street- Scott Foresman 6.8.b Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Unit 2 page 232 Glencoe LA Workbook Grade 6 pages 307,329 B.5 Unit 4,6 ARI strategies End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs
		Break down into component parts	Curricular Alignment	(Pacing – how well)	adjustment)
First Six Weeks		6.9.a Utilize vocabulary and spelling skills using homonyms in writing.	Reading Street-Scott Foresman 6.9.a Unit 5 ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing –	Mapping Comments (What works what needs adjustment)
		Break down into component parts		how well)	
First Six Weeks		6.9.b Utilize vocabulary and spelling skills using synonyms in writing.	Reading Street-Scott Foresman 6.9.b Unit 1,3,5,6 ARI strategies End of Year Assessments		
		6.9.c Utilize vocabulary and spelling skills using antonyms in writing.	Reading Street-Scott Foresman 6.9.c Unit 3,5,6 ARI strategies End of Year Assessments		
		6.10.a Use punctuation correctly in writing including apostrophes to show possession. 6.10.B.1 Punctuating titles with quotation marks, underlining, and italics in writing 6.10.B.3 Using commas to set off nonessential appositives in writing 6.10.B.4 Identifying comma splice errors in writing	Reading Street- Scott Foresman 6.10.a Unit 2,5 B.1 Unit 6 B.3 Unit 1,6 B.4 Unit 1,6 Glencoe LA Workbook Grade 6 B.1 pages 17,18,41-43,251 B.3/B.4 pages 16,17,38,39,40,235,236,239,241 ARI strategies End of Year Assessments		

ARMT/	Standards/ Components	Resources/	Date of	Mapping
AHSGE				Comments (What
	(Pacing – what)	(Pacing – how)		works what needs
				adjustment)
		Curricular Alignment		
	Break down into component parts		how well)	
	6.10.b Use punctuation correctly in writing	Reading Street-Scott		
	including semicolons joining two	Foresman		
	independent clauses.	6.10.b Unit1,6		
	6.10.B.2 Using semicolons, conjunctive	6.10.B.2 Unit 1,6		
	adverbs, and commas to join two	Glencoe LA Workbook		
	independent clauses or to correct run-on	Grade 6		
	sentences in writing.	Pages 16,17, 26, 59, 245		
		ARI strategies		
		End of Year Assessments		
	6.12.a Apply grammar conventions in	Reading Street-Scott		
	writing with consistent verb tense when	Foresman		
	interrupted by a prepositional phrase.	6.12.a Unit 2,3		
		Prepositional phrase pages		
		399e-399f		
		Unit 3		
		ARI strategies		
		End of Year Assessment		
	ARMT/ AHSGE	AHSGE Break down into component parts 6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing. 6.12.a Apply grammar conventions in writing with consistent verb tense when	AHSGE (Pacing – what) Break down into component parts 6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing. 6.12.a Apply grammar conventions in writing with consistent verb tense when interrupted by a prepositional phrase. Activities (Pacing – how) Curricular Alignment Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments Reading Street-Scott Foresman 6.12.a Unit 2,3 Prepositional phrase pages 399e-399f Unit 3 ARI strategies	AHSGE (Pacing – what) Break down into component parts 6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing. 6.12.a Apply grammar conventions in writing with consistent verb tense when interrupted by a prepositional phrase. Activities (Pacing – how) Reading Street-Scott Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments Reading Street-Scott Foresman 6.12.a Unit 2,3 Prepositional phrase pages 399e-399f Unit 3 ARI strategies

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	needs adjustment)
First Six		6.12.b Apply grammar conventions in	Reading Street-Scott		
Weeks		writing with nominative, objective, and	Foresman		
		possessive pronouns when interrupted by a	6.12.b Unit 4		
		prepositional phrase.	477e477f		
			ARI strategies		
			End of Year Assessment		
		6.12.c Apply grammar conventions in	Reading Street-Scott		
		writing with subject-verb agreement when	Foresman		
		interrupted by a prepositional phrase.	6.12.c Unit 2 pages 243e,		
			243f		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks					
Second Six Weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks	Standard 1	6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5-13 End of Unit Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	needs adjustment)
Second Six	Standard 1	6.1.c Apply strategies including	Reading Street-Scott		
Weeks		comparing and contrasting to comprehend	Foresman		
		sixth-grade recreational reading materials.	6.1.c Unit 1,2,3, and 6		
		6.1.B.1 Identifying supporting details	B.1 Unit 1, Unit 4		
		6.1.B.2 Using context clues to determine	B.2 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.1.B.4 Making generalizations from text	B.4 Skill taught throughout		
		information	year/Unit 1-6		
			Glencoe LA Workbook		
			Grade 6		
			B.2 pages 19, 269		
			ARI strategies		
			ARMT		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing –	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Gameaa, 7 mg.mon	how well)	
Second Six Weeks	Standard 3	 6.3.a Apply strategies that include making complex predictions to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 	Reading Street-Scott Foresman 6.3.a Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events 6.3.B.5 Previewing text features before reading(example: headings)	year/Unit 1-6 B.4 Unit 2-5 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE	(Desing what)	Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
			Curricular Alignment	Assessment (Pacing –	needs adjustment)
		Break down into component parts	Curricular Alignment	how well)	
		break down into component parts		now wen)	
Second Six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
Weeks		comprehend sixth-grade informational and	Foresman		
		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
			B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		
	Standard 4	6.4.a Recognize the use of text elements	Reading Street- Scott		
		including implied main idea in sixth-grade	Foresman		
		informational and functional reading	6.4.a Unit 1,2,3,4,5		
		materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 12,14,16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks	Standard 4	6.4.b Recognize the use of text elements including explicit cause-effect relationships in sixth-grade informational and functional reading materials. 6.4.B.1 Identifying details related to main idea	Reading Street-Scott Foresman 6.4.b 1,3,4,5,6 B.1 Unit 1-5 ARI strategies ARMT pages 16 #3 End of Year Assessments		
	Standard 4	6.4.c Recognize the use of text elements including persuasive techniques in sixthgrade informational and functional reading materials. 6.4.B.1 Identifying details related to main idea	Reading Street-Scott Foresman 6.4.c Unit 1 page 111b, Unit 4 page 455b B.1 Unit 1-5 ARI strategies ARMT pages 12-16 End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks		6.5 Analyze short stories, novels, plays, myths, and nonfiction materials for distinguishing characteristics. 6.5.B.1 Identifying odes, ballads, epic poetry, and science fiction 6.5.B.2 Identifying figurative language in various literature selections	Reading Street- Scott Foresman 6.5 Short Stories Unit 1-6 Novels Teacher discretion Plays Unit 3,4 Myths Unit 5 Nonfiction Unit 1-6 B.1 Odes Ballads Epic Poetry Science Fiction Unit 2 B.2 Unit 1-6 ARI strategies ARMT/personification/page 22 End of year assessments		

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Second Six Weeks		6.8.a Compose in persuasive mode for a specific purpose and audience including clearly stated opinions with supporting details. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience	Reading Street-Scott Foresman 6.8.a Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 pages 307, 329 B.5 Unit 4,6 ARI strategies End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Second Six Weeks		6.8.b Compose in persuasive mode for reasons or examples to influence thought or action. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraghs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience.	Reading Street- Scott Foresman 6.8.b Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Unit 2 page 232 Glencoe LA Workbook Grade 6 pages 307,329 B.5 Unit 4,6 ARI strategies End of Year Assessments		

Time	ARMT/	Standards/ Components	Resources/	Date of	Mapping
Period (Pacing –	AHSGE	(Pacing – what)	Activities (Pacing – how)	Common Formative	Comments (What works
when)		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	what needs adjustment)
Second Six Weeks		6.10.a Use punctuation correctly in writing including apostrophes to show possession. 6.10.B.1 Punctuating titles with quotation marks, underlining, and italics in writing 6.10.B.3 Using commas to set off nonessential appositives in writing 6.10.B.4 Identifying comma splice errors in writing	Reading Street- Scott Foresman 6.10.a Unit 2,5 B.1 Unit 6 B.3 Unit 1,6 B.4 Unit 1,6 Glencoe LA Workbook Grade 6 B.1 pages 17,18,41-43,251 B.3/B.4 pages 16,17,38,39,40,235,236,239,241 ARI strategies End of Year Assessments		
		6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing.	Reading Street-Scott Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
(Pacing – when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs
wileii)		Break down into component parts	Curricular Alignment	(Pacing – how well)	adjustment)
Second Six Weeks		6.12.a Apply grammar conventions in writing with consistent verb tense when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.a Unit 2,3 Prepositional phrase pages 399e- 399f Unit 3 ARI strategies End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third Six Weeks					
Third six weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/ Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works
when)		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	what needs adjustment)
Third six weeks	Standard 1	6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5- 13 End of Unit Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what
			Curricular Alignment	(Pacing –	needs adjustment)
		Break down into component parts		how well)	
Third six	Standard 1	6.1.c Apply strategies including	Reading Street-Scott		
weeks		comparing and contrasting to comprehend	Foresman		
		sixth-grade recreational reading materials.	6.1.c Unit 1,2,3, and 6		
		6.1.B.1 Identifying supporting details	B.1 Unit 1, Unit 4		
		6.1.B.2 Using context clues to determine	B.2 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.1.B.4 Making generalizations from text	B.4 Skill taught throughout		
		information	year/Unit 1-6		
			Glencoe LA Workbook		
			Grade 6		
			B.2 pages 19, 269		
			ARI strategies		
			ARMT		
			End of Year Assessments		
	Standard 2	6.2.a Interpret literary elements including	6.2.a Unit 2,4,5		
		implied main idea and conflict.	B.1 under plot; Unit 3,5		
		6.2.B.1 Identifying the climax	6.2.b Unit 3,5		
		6.2.b Interpret literary devices including	ARI strategies		
		personification	ARMT page 22		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	
Third six	Standard 3	6.3.a Apply strategies that include making	Reading Street-Scott	,	
weeks		complex predictions to comprehend sixth-	Foresman		
		grade informational and functional reading	6.3.a Skill taught		
		materials.	throughout year/Unit 1-6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Unit 2-5		
		reading(example: headings)	B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16 End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third six weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE		Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Third six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
weeks	Standard 3	comprehend sixth-grade informational and	Foresman		
WCCKS		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
		reading(example: neadings)	B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		
	Standard 4	6.4.a Recognize the use of text elements	Reading Street- Scott		
		including implied main idea in sixth-grade	Foresman		
		informational and functional reading	6.4.a Unit 1,2,3,4,5		
		materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 12,14,16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	
Third six	Standard 4	6.4.b Recognize the use of text elements	Reading Street-Scott		
weeks		including explicit cause-effect	Foresman		
		relationships in sixth-grade informational	6.4.b 1,3,4,5,6		
		and functional reading materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 16 #3		
			End of Year Assessments		
	Standard 4	6.4.c Recognize the use of text elements	Reading Street-Scott		
		including persuasive techniques in sixth-	Foresman		
		grade informational and functional reading	6.4.c Unit 1 page 111b,		
		materials.	Unit 4 page 455b		
		6.4.B.1 Identifying details related to main	B.1 Unit 1-5		
		idea	ARI strategies		
			ARMT pages 12-16		
			End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third six weeks		6.5 Analyze short stories, novels, plays, myths, and nonfiction materials for distinguishing characteristics. 6.5.B.1 Identifying odes, ballads, epic poetry, and science fiction 6.5.B.2 Identifying figurative language in various literature selections	Reading Street- Scott Foresman 6.5 Short Stories Unit 1-6 Novels Teacher discretion Plays Unit 3,4 Myths Unit 5 Nonfiction Unit 1-6 B.1 Odes Ballads Epic Poetry Science Fiction Unit 2 B.2 Unit 1-6 ARI strategies ARMT/personification/page 22 End of year assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE	(Danian Ing)	Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
			Curricular Alignment	Assessment	needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	
		Break down into component parts		now wen)	
Third six		6.8.a Compose in persuasive mode for a	Reading Street-Scott		
weeks		specific purpose and audience including	Foresman		
		clearly stated opinions with supporting	6.8.a Unit 1,4,5,6		
		details.	B.1 Skill taught throughout		
		6.8.B.1 Using the steps of the writing	year/Unit 1-6		
		process, including prewriting, drafting,	B.2 Skill taught throughout		
		revising, editing, and publishing in all	year/Unit 1-6		
		forms of written composition.	B.3 Skill taught throughout		
		6.8.B.2 Demonstrating use of graphic	year/Unit 1-6		
		organizers for prewriting and	B.4 Skill taught throughout		
		drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards)	year/Unit 1-6 Glencoe LA Workbook		
		6.8.B.3 Organizing content of paragraphs	Grade 6 pages 307, 329		
		and other written compositions, including	B.5 Unit 4,6		
		topic sentences, supporting sentences, and	ARI strategies		
		concluding sentences with varied sentence	End of Year Assessment		
		structure	End of Teal Tissessment		
		6.8.B.4 Using transitional words or			
		phrases to help create coherence in			
		compositions			
		6.8.B.5 Using tone appropriate to the topic,			
		purpose, and audience			

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third six weeks		6.8.b Compose in persuasive mode for reasons or examples to influence thought or action. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraghs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience.	Reading Street- Scott Foresman 6.8.b Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Unit 2 page 232 Glencoe LA Workbook Grade 6 pages 307,329 B.5 Unit 4,6 ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative Assessment	Mapping Comments (What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	needs adjustmenty
Third Six		6.9.a Utilize vocabulary and spelling skills	Reading Street-Scott		
Weeks		using homonyms in writing.	Foresman		
			6.9.a Unit 5		
			ARI strategies		
			End of Year Assessments		
		6.9.b Utilize vocabulary and spelling skills	Reading Street-Scott		
		using synonyms in writing.	Foresman		
			6.9.b Unit 1,3,5,6		
			ARI strategies		
			End of Year Assessments		
		6.9.c Utilize vocabulary and spelling skills	Reading Street-Scott		
		using antonyms in writing.	Foresman		
			6.9.c Unit 3,5,6		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third Six Weeks		6.10.a Use punctuation correctly in writing including apostrophes to show possession. 6.10.B.1 Punctuating titles with quotation marks, underlining, and italics in writing 6.10.B.3 Using commas to set off nonessential appositives in writing 6.10.B.4 Identifying comma splice errors in writing	Reading Street- Scott Foresman 6.10.a Unit 2,5 B.1 Unit 6 B.3 Unit 1,6 B.4 Unit 1,6 Glencoe LA Workbook Grade 6 B.1 pages 17,18,41-43,251 B.3/B.4 pages 16,17,38,39,40,235,236,239,241 ARI strategies End of Year Assessments		
		6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing.	Reading Street-Scott Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Third Six Weeks		6.12.a Apply grammar conventions in writing with consistent verb tense when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.a Unit 2,3 Prepositional phrase pages 399e- 399f Unit 3 ARI strategies End of Year Assessment		
		6.12.b Apply grammar conventions in writing with nominative, objective, and possessive pronouns when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.b Unit 4 477e477f ARI strategies End of Year Assessment		
		6.12.c Apply grammar conventions in writing with subject-verb agreement when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.c Unit 2 pages 243e, 243f ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fourth Six Weeks					
Fourth Six Weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/ Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works
when)		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	what needs adjustment)
Fourth Six Weeks	Standard 1	6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5- 13 End of Unit Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
when)	7 10 0 2	(Pacing – what)	(Pacing – how)	Formative	works what needs
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
Fourth Six	Standard 1	6.1.c Apply strategies including	Reading Street-Scott		
Weeks		comparing and contrasting to comprehend	Foresman		
		sixth-grade recreational reading materials.	6.1.c Unit 1,2,3, and 6		
		6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine	B.1 Unit 1, Unit 4 B.2 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.1.B.4 Making generalizations from text	B.4 Skill taught throughout		
		information	year/Unit 1-6		
			Glencoe LA Workbook		
			Grade 6		
			B.2 pages 19, 269		
			ARI strategies		
			ARMT		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
			Curricular Alignment	(Pacing –	nocas aajastmont)
		Break down into component parts	•	how well)	
Fourth Six	Standard 3	6.3.a Apply strategies that include making	Reading Street-Scott		
Weeks		complex predictions to comprehend sixth-	Foresman		
		grade informational and functional reading	6.3.a Skill taught		
		materials.	throughout year/Unit 1-6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Unit 2-5		
		reading(example: headings)	B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fourth Six Weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE	(5)	Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
			O min law Alianasan	Assessment	needs adjustment)
		Durali davini inta accomenant mente	Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Fourth Six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
Weeks		comprehend sixth-grade informational and	Foresman		
		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
			B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		
	Standard 4	6.4.a Recognize the use of text elements	Reading Street- Scott		
		including implied main idea in sixth-grade	Foresman		
		informational and functional reading	6.4.a Unit 1,2,3,4,5		
		materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 12,14,16		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)	AIIOOL	(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	neeus aujustinenti)
Fourth Six	Standard 4	6.4.b Recognize the use of text elements	Reading Street-Scott		
Weeks		including explicit cause-effect	Foresman		
		relationships in sixth-grade informational	6.4.b 1,3,4,5,6		
		and functional reading materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 16 #3		
			End of Year Assessments		
	Standard 4	6.4.c Recognize the use of text elements	Reading Street-Scott		
		including persuasive techniques in sixth-	Foresman		
		grade informational and functional reading	6.4.c Unit 1 page 111b,		
		materials.	Unit 4 page 455b		
		6.4.B.1 Identifying details related to main	B.1 Unit 1-5		
		idea	ARI strategies		
			ARMT pages 12-16		
			End of Year Assessment		
		6.6. Identifying the author's purpose as	Reading Street- Scott		
		entertainment, information, or persuasion	Foresman		
		in selected works.	6.6 Unit 1,4,5,6		
			ARI strategies		
			End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What
(Pacing – when)		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	works what needs adjustment)
		6.8.a Compose in persuasive mode for a specific purpose and audience including clearly stated opinions with supporting details. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience	Reading Street-Scott Foresman 6.8.a Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 pages 307, 329 B.5 Unit 4,6 ARI strategies End of Year Assessment		

Time	ARMT/	Standards/ Components	Resources/	Date of	Mapping
Period	AHSGE	-	Activities	Common	Comments
		(Pacing – what)	(Pacing – how)	Formative	(What
(Pacing				Assessment	works what
_			Curricular Alignment	(Pacing -	needs
		Break down into component parts		how well)	adjustment)
when)					
Fourth		6.11.a Apply the rules governing	Reading Street-Scott Foresman		
Six		capitalization of proper adjectives.	6.11.a Unit 1 pages 87c		
Weeks			Glencoe LA Workbook Grade 6		
			Pages 15,17, 54, 119, 225, 227		
			ARI strategies		
			End of Year Assessments		
		6.11.b Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of map directions and	Unit 1,2		
		regions of the country.	Glencoe LA Workbook Grade 6		
			Pages 15, Rule 4c		
			ARI strategies		
			End of Year Assessments		
		6.11.c Apply the rules governing	www.grammarbook.com/lpunctuation/capital.asp		
		capitalization of seasons.	ARI strategies		
			End of Year Assessments		
		6.11.d Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of titles.	6.11.d Unit 1,2		
			Grammar & Writing SF-253		
			Glencoe LA Workbook Grade 6		
			Pages 15, 217, 219		
			ARI strategies		
			End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
/Desing		(Pacing – what)	(Pacing – how)	Formative	(What
(Pacing			Curricular Alignment	Assessment (Pacing –	works what needs
		Break down into component parts	Curricular Alignment	how well)	adjustment)
when)		Broak down into component parte		new weny	adjustinishi
Fourth		6.11.e Apply the rules governing	Reading Street-Scott Foresman		
Six		capitalization of words showing	6.11.e Unit 1,2		
Weeks		family relationships.	Glencoe LA Workbook Grade 6		
			4a page 15		
			ARI strategies		
			End of Year Assessments		
		6.11.f Apply the rules governing	www.grammarbook.com/punctuation/capital.asp		
		capitalization of subjects and	ARI strategies		
		courses.	End of Year Assessments		
		6.11. g Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of divided quotations.	6.11.g page 254		
		1	www.grammarbook.com/punctuation/capital.asp		
			ARI strategies		
			End of Year Assessments		
		6.12.a Apply grammar conventions	Reading Street-Scott Foresman		
		in writing with consistent verb tense	6.12.a Unit 2,3		
		when interrupted by a prepositional	Prepositional phrase pages 399e-399f		
		phrase.	Unit 3		
			ARI strategies		
			End of Year Assessment		

Time	ARMT/	Standards/ Components	Resources/	Date of	Mapping
Period	AHSGE		Activities	Common	Comments
		(Pacing – what)	(Pacing – how)	Formative	(What
(Pacing				Assessment	works what
_			Curricular Alignment	(Pacing –	needs
		Break down into component parts		how well)	adjustment)
when)					
Fourth		6.12.b Apply grammar conventions	Reading Street-Scott Foresman		
Six		in writing with nominative,	6.12.b Unit 4		
Weeks		objective, and possessive pronouns	477e 477f		
		when interrupted by a prepositional	ARI strategies		
		phrase.	End of Year Assessment		
		6.12.c Apply grammar conventions	Reading Street-Scott Foresman		
		in writing with subject-verb	6.12.c Unit 2 pages 243e, 243f		
		agreement when interrupted by a	ARI strategies		
		prepositional phrase.	End of Year Assessments		

Time Period (Pacing when) Fifth SixWeeks	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fifth Six Weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/ Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		
	Standard 1	6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5-13 End of Unit Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What works what needs
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
Fifth Six Weeks	Standard 1	6.1.c Apply strategies including comparing and contrasting to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman 6.1.c Unit 1,2,3, and 6 B.1 Unit 1, Unit 4 B.2 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pages 19, 269 ARI strategies ARMT End of Year Assessments		
	Standard 2	6.2.a Interpret literary elements including implied main idea and conflict.6.2.B.1 Identifying the climax6.2.b Interpret literary devices including personification	6.2.a Unit 2,4,5 B.1 under plot; Unit 3,5 6.2b Unit 3,5 ARI strategies ARMT page 22 End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
when)		(Pacing – what)	(Pacing – how)	Formative	works what needs
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
Fifth Six Weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
		Break down into component parts	Curricular Alignment	(Pacing – how well)	, ,
Fifth Six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
Weeks		comprehend sixth-grade informational and	Foresman		
		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
			B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)	741002	(Pacing – what)	(Pacing – how)	Formative	(What works what
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	needs adjustment)
Fifth Six	Standard 4	6.4.a Recognize the use of text elements	Reading Street- Scott		
Weeks		including implied main idea in sixth-grade	Foresman		
		informational and functional reading	6.4.a Unit 1,2,3,4,5		
		materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 12,14,16		
			End of Year Assessments		
	Standard 4	6.4.b Recognize the use of text elements	Reading Street-Scott		
		including explicit cause-effect	Foresman		
		relationships in sixth-grade informational	6.4.b 1,3,4,5,6		
		and functional reading materials.	B.1 Unit 1-5		
		6.4.B.1 Identifying details related to main	ARI strategies		
		idea	ARMT pages 16 #3		
			End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing -	AHSGE		Activities	Common	Comments (What
when)		(Pacing – what)	(Pacing – how)	Formative	works what needs
				Assessment	adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts	_	how well)	
Fifth Six	Standard 4	6.4.c Recognize the use of text elements	Reading Street-Scott		
Weeks		including persuasive techniques in sixth-	Foresman		
		grade informational and functional reading	6.4.c Unit 1 page 111b,		
		materials.	Unit 4 page 455b		
		6.4.B.1 Identifying details related to main	B.1 Unit 1-5		
		idea	ARI strategies		
			ARMT pages 12-16		
			End of Year Assessment		
		6.5 Analyze short stories, novels, plays,	Reading Street- Scott		
		myths, and nonfiction materials for	Foresman		
		distinguishing characteristics.	6.5		
		6.5.B.1 Identifying odes, ballads, epic	Short Stories Unit 1-6		
		poetry, and science fiction	Novels Teacher discretion		
		6.5.B.2 Identifying figurative language in	Plays Unit 3,4		
		various literature selections	Myths Unit 5		
			Nonfiction Unit 1-6		
			B.1 Odes		
			Ballads		
			Epic Poetry		
			Science Fiction Unit 2		
			B.2 Unit 1-6		
			ARI strategies		
			ARMT/personification/page		
			22		
			End of year assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fifth Six Weeks		6.8.a Compose in persuasive mode for a specific purpose and audience including clearly stated opinions with supporting details. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience	Reading Street-Scott Foresman 6.8.a Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 pages 307, 329 B.5 Unit 4,6 ARI strategies End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fifth Six Weeks		6.8.b Compose in persuasive mode for reasons or examples to influence thought or action. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraghs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience.	Reading Street- Scott Foresman 6.8.b Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Unit 2 page 232 Glencoe LA Workbook Grade 6 pages 307,329 B.5 Unit 4,6 ARI strategies End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE		Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Fifth Six		6.9.a Utilize vocabulary and spelling skills	Reading Street-Scott		
Weeks		using homonyms in writing.	Foresman		
			6.9.a Unit 5		
			ARI strategies		
			End of Year Assessments		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE		Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Fifth Six		6.9.b Utilize vocabulary and spelling skills	Reading Street-Scott		
Weeks		using synonyms in writing.	Foresman		
			6.9.b Unit 1,3,5,6		
			ARI strategies		
			End of Year Assessments		
		6.9.c Utilize vocabulary and spelling skills	Reading Street-Scott		
		using antonyms in writing.	Foresman		
			6.9.c Unit 3,5,6		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fifth Six Weeks		6.10.a Use punctuation correctly in writing including apostrophes to show possession. 6.10.B.1 Punctuating titles with quotation marks, underlining, and italics in writing 6.10.B.3 Using commas to set off nonessential appositives in writing 6.10.B.4 Identifying comma splice errors in writing	Reading Street- Scott Foresman 6.10.a Unit 2,5 B.1 Unit 6 B.3 Unit 1,6 B.4 Unit 1,6 Glencoe LA Workbook Grade 6 B.1 pages 17,18,41-43,251 B.3/B.4 pages 16,17,38,39,40,235,236,239,241 ARI strategies End of Year Assessments		
		6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing.	Reading Street-Scott Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Fifth Six Weeks		6.12.a Apply grammar conventions in writing with consistent verb tense when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.a Unit 2,3 Prepositional phrase pages 399e- 399f Unit 3 ARI strategies End of Year Assessment		
		6.12.b Apply grammar conventions in writing with nominative, objective, and possessive pronouns when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.b Unit 4 477e,477f ARI strategies End of Year Assessment		
		6.12.c Apply grammar conventions in writing with subject-verb agreement when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.c Unit 2 pages 243e, 243f ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks					
Sixth Six Weeks	Standard 1	6.1.a Apply strategies making complex predictions to comprehend sixth-grade recreational reading materials. 6.1.B.2 Using context clues to determine meaning 6.1.B.4 Making generalizations from text information	6.1.a Reading Street-Scott Foresman Skills taught throughout the year/ Unit 1-6 B.2 Skills taught throughout the year/Unit 1-6 B.4 Unit 2,3, and 6 Glencoe LA Workbook Grade 6 B.2 pgs. 19, 269 ARI Strategies ARMT Reading Practice Booklet pg. 5-13 End of Unit Assessments		

ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
	(Pacing – what)	(Pacing – how)	Formative	(What works
	Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	what needs adjustment)
Standard 1	6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information	Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5-13		
	AHSGE	Break down into component parts Standard 1 6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text	AHSGE (Pacing – what) Break down into component parts Standard 1 6.1.b Apply strategies interpreting characters' behaviors to comprehend sixth-grade recreational reading materials. 6.1.B.1 Identifying supporting details 6.1.B.2 Using context clues to determine meaning 6.1.B.3 Identifying sequence of events 6.1.B.4 Making generalizations from text information Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5-	AHSGE (Pacing – what) Break down into component parts Curricular Alignment Cacing – how well) Reading Street-Scott Foresman B.1 Unit1, Unit 4 B.2 Skill taught throughout the year/Unit 1-6 B.3 Unit 2-5 B.4 Skill taught throughout the year/Unit 1-6 Glencoe LA Workbook Grade 6 B.2 pgs. 19,269 ARI Strategies ARMT Reading Practice pages 5- ARMT Reading Practice pages 5- 13

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
when)	7 10 0 2	(Pacing – what)	(Pacing – how)	Formative	works what needs
		Break down into component parts	Curricular Alignment	Assessment (Pacing – how well)	adjustment)
Sixth Six	Standard 1	6.1.c Apply strategies including	Reading Street-Scott		
Weeks		comparing and contrasting to comprehend sixth-grade recreational reading materials.	Foresman		
		6.1.B.1 Identifying supporting details	6.1.c Unit 1,2,3, and 6 B.1 Unit 1, Unit 4		
		6.1.B.2 Using context clues to determine	B.2 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.1.B.4 Making generalizations from text	B.4 Skill taught throughout		
		information	year/Unit 1-6		
			Glencoe LA Workbook		
			Grade 6		
			B.2 pages 19, 269		
			ARI strategies		
			ARMT		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)	AHOOL	(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
		Decale devenints assessment month	Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Sixth Six	Standard 2	6.2.a Interpret literary elements including	6.2.a Unit 2,4,5		
Weeks		implied main idea and conflict.	B.1 under plot; Unit 3,5		
		6.2.B.1 Identifying the climax	6.2.b Unit 3,5		
		6.2.b Interpret literary devices including	ARI strategies		
		personification	ARMT page 22		
			End of Year Assessments		
	Standard 3	6.3.a Apply strategies that include making	Reading Street-Scott		
		complex predictions to comprehend sixth-	Foresman		
		grade informational and functional reading	6.3.a Skill taught		
		materials.	throughout year/Unit 1-6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Unit 2-5		
		reading(example: headings)	B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks	Standard 3	6.3.b Apply strategies identifying the likely source of a text to comprehend sixth-grade informational and functional reading materials. 6.3.B.1 Drawing conclusions to extend meaning 6.3.B.2 Making generalizations 6.3.B.3 Using context clues to determine meaning 6.3.B.5. Previewing text features before reading(example: headings)	Reading Street-Scott Foresman 6.3.b Skill taught throughout year/Unit 1-6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.5 Skill taught throughout year/Unit 1-6 ARI strategies ARMT pages 12-16 End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	(What works what needs adjustment)
			Curricular Alignment	(Pacing –	necas adjustinient
		Break down into component parts	J	how well)	
Sixth Six	Standard 3	6.3.c Apply strategies that is comparing to	Reading Street-Scott		
Weeks		comprehend sixth-grade informational and	Foresman		
		functional reading materials.	6.3.c Unit 1,2,3,6		
		6.3.B.1 Drawing conclusions to extend	B.1 Skill taught throughout		
		meaning	year/Unit 1-6		
		6.3.B.2 Making generalizations	B.2 Skill taught throughout		
		6.3.B.3 Using context clues to determine	year/Unit 1-6		
		meaning	B.3 Skill taught throughout		
		6.3.B.4 Identifying sequence of events	year/Unit 1-6		
		6.3.B.5 Previewing text features before	B.4 Skill taught throughout		
		reading(example: headings)	year/Unit 1-6		
			B.5 Skill taught throughout		
			year/Unit 1-6		
			ARI strategies		
			ARMT pages 12-16		
			End of Year Assessments		
		6.6. Identifying the author's purpose as	Reading Street- Scott		
		entertainment, information, or persuasion	Foresman		
		in selected works.	6.6 Unit 1,4,5,6		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.8.a Compose in persuasive mode for a specific purpose and audience including clearly stated opinions with supporting details. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraphs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience	Reading Street-Scott Foresman 6.8.a Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Skill taught throughout year/Unit 1-6 Glencoe LA Workbook Grade 6 pages 307, 329 B.5 Unit 4,6 ARI strategies End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.8.b Compose in persuasive mode for reasons or examples to influence thought or action. 6.8.B.1 Using the steps of the writing process, including prewriting, drafting, revising, editing, and publishing in all forms of written composition. 6.8.B.2 Demonstrating use of graphic organizers for prewriting and drafting(Examples: outlines, Venn diagrams, semantic webs, storyboards) 6.8.B.3 Organizing content of paragraghs and other written compositions, including topic sentences, supporting sentences, and concluding sentences with varied sentence structure 6.8.B.4 Using transitional words or phrases to help create coherence in compositions 6.8.B.5 Using tone appropriate to the topic, purpose, and audience.	Reading Street- Scott Foresman 6.8.b Unit 1,4,5,6 B.1 Skill taught throughout year/Unit 1-6 B.2 Skill taught throughout year/Unit 1-6 B.3 Skill taught throughout year/Unit 1-6 B.4 Unit 2 page 232 Glencoe LA Workbook Grade 6 pages 307,329 B.5 Unit 4,6 ARI strategies End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	(What works
when)			O min lan Alineana	Assessment	what needs
		Break down into component parts	Curricular Alignment	(Pacing – how well)	adjustment)
Sixth Six		6.9.a Utilize vocabulary and spelling	Reading Street-Scott Foresman		
Weeks		skills using homonyms in writing.	6.9.a Unit 5		
			ARI strategies		
			End of Year Assessments		
		6.9.b Utilize vocabulary and spelling	Reading Street-Scott Foresman		
		skills using synonyms in writing.	6.9.b Unit 1,3,5,6		
			ARI strategies		
			End of Year Assessments		
	·	6.9.c Utilize vocabulary and spelling	Reading Street-Scott Foresman		
		skills using antonyms in writing.	6.9.c Unit 3,5,6		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.10.a Use punctuation correctly in writing including apostrophes to show possession. 6.10.B.1 Punctuating titles with quotation marks, underlining, and italics in writing 6.10.B.3 Using commas to set off nonessential appositives in writing 6.10.B.4 Identifying comma splice errors in writing	Reading Street- Scott Foresman 6.10.a Unit 2,5 B.1 Unit 6 B.3 Unit 1,6 B.4 Unit 1,6 Glencoe LA Workbook Grade 6 B.1 pages 17,18,41-43,251 B.3/B.4 pages 16,17,38,39,40,235,236,239,241 ARI strategies End of Year Assessments		
		6.10.b Use punctuation correctly in writing including semicolons joining two independent clauses. 6.10.B.2 Using semicolons, conjunctive adverbs, and commas to join two independent clauses or to correct run-on sentences in writing.	Reading Street-Scott Foresman 6.10.b Unit1,6 6.10.B.2 Unit 1,6 Glencoe LA Workbook Grade 6 Pages 16,17, 26, 59, 245 ARI strategies End of Year Assessments		

Time	ARMT/	Standards/ Components	Resources/	Date of	Mapping
Period	AHSGE		Activities	Common	Comments
(Pacing –		(Pacing – what)	(Pacing – how)	Formative	(What works
when)				Assessment	what needs
ŕ			Curricular Alignment	(Pacing –	adjustment)
		Break down into component parts		how well)	•
Sixth Six		6.11.a Apply the rules governing	Reading Street-Scott Foresman		
Weeks		capitalization of proper adjectives.	6.11.a Unit 1 pages 87c		
			Glencoe LA Workbook Grade 6		
			Pages 15,17, 54, 119, 225, 227		
			ARI strategies		
			End of Year Assessments		

Time	ARMT/	Standards/ Components	Resources/	Date of	Mapping
Period	AHSGE	·	Activities	Common	Comments
		(Pacing – what)	(Pacing – how)	Formative	(What works
(Pacing				Assessment	what needs
_			Curricular Alignment	(Pacing -	adjustment)
		Break down into component		how well)	
when)		parts			
Sixth		6.11.b Apply the rules governing	Reading Street-Scott Foresman		
Six		capitalization of map directions	Unit 1,2		
Weeks		and regions of the country.	Glencoe LA Workbook Grade 6		
			Pages 15, Rule 4c		
			ARI strategies		
			End of Year Assessments		
		6.11.c Apply the rules governing	www.grammarbook.com/lpunctuation/capital.asp		
		capitalization of seasons.	ARI strategies		
			End of Year Assessments		
		6.11.d Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of titles.	6.11.d Unit 1,2		
			Grammar & Writing SF-253		
			Glencoe LA Workbook Grade 6		
			Pages 15, 217, 219		
			ARI strategies		
			End of Year Assessments		
		6.11.e Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of words showing	6.11.e Unit 1,2		
		family relationships.	Glencoe LA Workbook Grade 6		
			4a page 15		
			ARI strategies		
			End of Year Assessments		

Time Period	ARMT/ AHSGE	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)	Date of Common Formative	Mapping Comments (What
(Pacing		(Facility – Wilat)	(Facing – now)	Assessment	works what
_			Curricular Alignment	(Pacing –	needs
when)		Break down into component parts		how well)	adjustment)
Sixth		6.11.f Apply the rules governing	www.grammarbook.com/punctuation/capital.asp		
Six		capitalization of subjects and	ARI strategies		
Weeks		courses.	End of Year Assessments		
		6.11.g Apply the rules governing	Reading Street-Scott Foresman		
		capitalization of divided quotations.	6.11.g page 254		
			www.grammarbook.com/punctuation/capital.asp		
			ARI strategies		
			End of Year Assessments		
		6.12.a Apply grammar conventions	Reading Street-Scott Foresman		
		in writing with consistent verb tense	6.12.a Unit 2,3		
		when interrupted by a prepositional	Prepositional phrase pages 399e-399f		
		phrase.	Unit 3		
			ARI strategies		
			End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.12.b Apply grammar conventions in writing with nominative, objective, and possessive pronouns when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.b Unit 4 477e,477f ARI strategies End of Year Assessment		
		6.12.c Apply grammar conventions in writing with subject-verb agreement when interrupted by a prepositional phrase.	Reading Street-Scott Foresman 6.12.c Unit 2 pages 243e, 243f ARI strategies End of Year Assessments		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.17.a Use listening skills for remembering significant details. 6.17.B.1 Summarizing messages for content and purpose 6.17.B.2 Practicing note-taking skills to gather and summarize information 6.17.B.3 Paraphrasing spoken messages to summarize or clarify 6.17.B.4 Recognizing propaganda as an art of persuasion in evaluating content and purpose	Reading Street-Scott Foresman 6.17.a Unit page 41d, 87d Unit 2 page 243d Read Alouds of each Unit for each story B.1 Unit 1,2,4 B.2 Unit 4 pages 696g, 697h; Unit 6 pages 455d B.3 Unit 1,2,4 B.4 Unit 2 pages 167d See persuasive devices Unit 1 page 111b, Unit 4 page 455b ARI strategies\ End of Year Assessment		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
		B 11 11	Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Sixth Six		6.17.b Use listening skills for	Reading Street-Scott		
Weeks		remembering directions.	Foresman		
		6.17.B.1 Summarizing messages for	6.17.b Units 1- 6 page 723d		
		content and purpose	B.1 Unit 1,2,4		
		6.17.B.2 Practicing note-taking skills to	B.2 Unit 4 page 455d, Unit		
		gather and summarize information	6 pages 696g, 697h		
		6.17.B.3 Paraphrasing spoken messages to	B.3 Unit 1,2,4,5		
		summarize or clarify	B.4 Unit 2, page 167d		
		6.17.B.4 Recognizing propaganda as an	See persuasive devices Unit		
		art of persuasion in evaluating content and	1, 111b, Unit 4, 455b		
		purpose	ARI strategies		
			End of Year Assessment		

Time Period (Pacing – when)	ARMT/ AHSGE	Standards/ Components (Pacing – what) Break down into component parts	Resources/ Activities (Pacing – how) Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Sixth Six Weeks		6.17.c Use listening skills for remembering sequences. 6.17.B.1 Summarizing messages for content and purpose 6.17.B.2 Practicing note-taking skills to gather and summarize information 6.17.B.3 Paraphrasing spoken messages to summarize or clarify 6.17.b.4 Recognizing propaganda as an art of persuasion in evaluating content and purpose	Reading Street- Scott Foresman 6.17.c Units 1-6/Read Alouds B.1 Unit 1,2,4 B.2 Unit 4 pages 455d, Unit 6 pages 696d, 697h B.3 Unit 1,2,4,5 B.4 Unit 2, page 167d See persuasive devices, Unit 1 page 111b, Unit 4 page 455b ARI Strategies End of Year Assessments		
		6.14.a Use organizing in the research process. 6.14.B.1 Taking notes to gather and summarize information 6.14.B.2 Determining details through questioning	Reading Street-Scott Foresman 6.14.a Unit 3 B.1 Unit 1,2,4,6 B.2 Unit 1-6 ARI strategies End of Year Assessment		

Time Period	ARMT/	Standards/ Components	Resources/	Date of	Mapping
(Pacing –	AHSGE		Activities	Common	Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
				Assessment	needs adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Sixth Six		6.14.b Use paraphrasing in the research	Reading Street-Scott		
Weeks		process.	Foresman		
		6.14.B.1 Taking notes to gather and	6.14.b Unit 2,5		
		summarize information	B.1 Unit 1,2,4		
		6.14.B.2 Determining details through	B.2 Unit 1-6		
		questioning	ARI strategies		
			End of Year Assessment		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments (What
when)		(Pacing – what)	(Pacing – how)	Formative Assessment	works what needs adjustment)
			Curricular Alignment	(Pacing –	
		Break down into component parts		how well)	
Sixth Six		6.16.a Demonstrate eye contact with	Reading Street-Scott		
Weeks		persuasive presentations.	Foresman		
			Units 1-6/See Read Alouds		
			& Fluency of each section		
			Readers Theatre Anthology		
			ARI strategies		
			End of Year Assessments		
		6.16.b Demonstrate articulation with	Reading Street-Scott		
		persuasive presentations.	Foresman		
			6.16.a Units 1-6		
			See Read Alouds and		
			Fluency of each section		
			SF Readers' Theatre		
			Anthology		
			ARI strategies		
			End of Year Assessments		

Time Period (Pacing –	ARMT/ AHSGE	Standards/ Components	Resources/ Activities	Date of Common	Mapping Comments
when)		(Pacing – what)	(Pacing – how)	Formative	(What works what
			Curricular Alignment	Assessment (Pacing –	needs adjustment)
		Break down into component parts	gg.	how well)	
		6.16.c Demonstrate appropriate voice	Reading Street-Scott		
Sixth Six		intonation with persuasive presentations.	Foresman		
Weeks			6.16.c Unit 1-4, Unit 3		
			pages 321a, 399a,		
			Unit 6 pages 749a, 750l		
			See Read Alouds and		
			Fluency of each section		
			SF Readers' Theatre		
			Anthology		
			ARI strategies		
			End of Year Assessments		

Additional Resources to be used throughout the year: Ticket to Read, literacycenter.net, readingatoz.com, MySkillsTutor, My Reading Coach, pearsonsuccessnet, spellingcity.com, and Waltke's web