

6th Grade English Language Arts Essentials Assessment Pacing

Standards highlighted in yellow are [MCSD Power Standards](#) & old standards are in parentheses

	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	<p>6.SL.1 Prepare for and participate effectively in a range of conversations and collaborations using grade-level appropriate vocabulary with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own ideas clearly.</p>			
	<p>6.SL.1.a (SL6.1.a,b) Respond thoughtfully to others' perspectives in orderly and civil discussions that involve turn-taking. Acknowledge comments and claims made on opposing sides of an issue and determine if additional information is needed.</p> <p>6.SL.1.b (SL6.1.c,d) Participate in conversations by posing questions, acknowledging new information, qualifying or justifying responses with reasoning and elaboration, and keeping the discussion on topic.</p>			
Reading 7 Essential Comprehension Skills	<p>6.R.5 (RI/RL 6.1) Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Reading Literature and Informative Text))</p>			
	<p>6.R.11 (RI/RL 6.6) Explain how an author's perspective develops the point of view of the narrator or speaker in diverse texts. (RL). Explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes a perspective and/or position from that of others. (RI).</p>			
		<p>6.R.8 (RI/RL 6.4, L.5.a, L.5.c, L.6) Determine the meaning of words and phrases, including figurative language, connotative meanings, and figures of speech. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RL & RI)</p>		
		<p>6.R.10 (RI/RL 6.5) Analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, main idea, settings, or plot. (RL). Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of the main idea. (RI)</p>		
		<p>6.R.14 (RI/RL 6.9) Compare and contrast texts across different forms or genres in terms of their approaches to similar themes and topics. (RL) Compare and contrast one author's presentation of events with that of another. (RI)</p>		

<p style="text-align: center;">Writing & Grammar</p>	<p>Standard 6.W.2 (W.2, W.2.f) Write informative/explanatory texts to examine a topic that conveys ideas and information clearly and provide a concluding section that supports the information or explanation presented.</p> <p>6.W.2.a (W.2.a) Introduce and develop a topic; produce complex sentences, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful.</p> <p>6.W.2.b (W.2.b) Develop the topic with relevant facts, definitions, concrete details, quotations, and examples.</p> <p>6.W.2.c (W.2.c) Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.2.d (W.2.d) Use precise language and content-specific vocabulary to inform about or explain the topic.</p> <p>6.W.2.e (L.2.a) Use commas, parentheses, and dashes to offset nonrestrictive/parenthetical elements as appropriate within writing.</p>	<p>Standard 6.W.3 (W.2, W.2.e) Write narrative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, well-structured event sequences, and provide a resolution.</p> <p>6.W.3.a (W.3.a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>6.W.3.b (W.3.b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.W.3.c (W.3.c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.W.3.d (W.3.d) Use precise words, phrases and complex sentences, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.W.3.e (L.2.a) Use commas, parentheses, and dashes to offset nonrestrictive/parenthetical elements as appropriate within writing.</p>	<p>Standard 6.W.1 (W.1, W.1.e) Write arguments to support claims with clear reasons and relevant evidence, and provide a concluding section related to the argument presented.</p> <p>6.W.1.a (W.1a,b, L.3.a) Introduce a claim supported by evidence from credible sources, produce complex sentences, and create an organizational structure in which claims are logically grouped to support the writer's purpose.</p> <p>6.W.1.b (W.1.c) Use words, phrases, and clauses to clarify the relationships among claim(s) and evidence.</p> <p>6.W.1.c (L.2.a) Use commas, parentheses, and dashes to offset nonrestrictive/ parenthetical elements as appropriate within writing.</p>	<p>Standard 6.W.4 (W.7) Conduct short research projects to answer a question.</p> <p>6.W.4.a (W.8) Gather, synthesize, and use information from multiple credible sources on the subject.</p> <p>6.W.4.b (New) Generate own ideas to demonstrate understanding of the subject under investigation.</p> <p>6.W.4.c (W.8) Avoid plagiarism by quoting or paraphrasing and provide basic bibliographic information for sources.</p> <p>6.W.4.d (New) Interact and collaborate with others throughout the writing process.</p>
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