

Cajon Valley Union School District
Sixth Grade English Language Arts Pacing Guide*
2009-2010

Week	Dates	Chapter/Selection/ Assessment	Question Types	Academic Vocabulary	Comments	Grammar**	Writing ***
	8/24 – 8/28	Back to School Unit/Procedures and Routines			**The “Test Practice” pages are recommended for all chapters.	Chapters noted below are referencing the Holt Handbook.	
2-6	8/31 – 9/4 9/8 – 9/11 9/14 – 9/18 9/21 – 9/25 9/28 – 10/2	Ch. 1 Structures: Building Blocks of Meaning <ul style="list-style-type: none"> • Just Once • All Summer in a Day • Suit Helps Girl Enjoy Daylight • What Will Our Towns Look Like? • Solar System Bodies: Venus Assessments <ul style="list-style-type: none"> • Selection Tests • Ch. 1 Test 	This passage is mainly about...	<ul style="list-style-type: none"> • Plot • Setting • Resolution • Conflict • Author’s purpose • Inferences • Text structure • Media 	Author’s Purpose is the same as THEME	<ul style="list-style-type: none"> • Subject, Predicate (Ch 1) • Nouns, Common/Proper (Ch 2) • Pronouns (Ch 2) • Adjectives (Ch 2) • Verbs (Ch 3) • Adverbs (Ch 3) • Prepositions (Ch 3) 	
7 - 10	10/5 – 10/9 10/12 – 10/16 10/19 – 10/23 10/26 – 10/30	Ch. 2 Characters: The People You’ll Meet <ul style="list-style-type: none"> • Ta-Na-E-Ka • The Wind People (Outlines) • The Bracelet Assessments <ul style="list-style-type: none"> • Selection Tests • Ch. 2 Test 	The topics within this passage allow for the comparison/contrast of ...	<ul style="list-style-type: none"> • Conflict • Compare/contrast • Author’s purpose Point of view • Outline • Note-taking • 1st & 3rd person point of view 			

11 - 15	11/2 – 11/6 11/9 – 11/13 11/16 – 11/20 11/23 – 11/24 11/30 – 12/4	<p>Ch. 3 The Heart of the Matter: Themes and Conclusions</p> <ul style="list-style-type: none"> • The All-American Slurp • The Emperor’s New Clothes • Uniform Style • Baucis and Phileman • One Child’s Labor of Love • Little Mangy One <p>Assessments</p> <ul style="list-style-type: none"> • Selection Tests • Ch. 3 Test 	The author implies that...	<ul style="list-style-type: none"> • Characterization • Conflict • Compare/contrast • Author’s purpose • Figurative language • Theme • Plot • Conclusion • Supporting evidence • Fact & opinion • Context clues 	Teach Figurative Language lessons on P. 129, 134, and 143	<ul style="list-style-type: none"> • Conjunctions (Ch 3) • Interjections (Ch 3) • Capital letters (Ch 11) • Punctuation (Ch 12 & 13) • Prepositional phrases (Ch 4) • Independent & subordinate clauses (Ch 4) 	First writing assessment
16 - 20	12/7 – 12/11 12/14 – 12/18 1/11 – 1/15 1/19 – 1/22 1/25 – 1/29	<p>Ch. 4 Forms and Patterns: Stories and Explanations</p> <ul style="list-style-type: none"> • The Gold Cadillac • Separate But Never Equal • Goodbye Records/Hello CD’s • Medusa’s Head • Perseus & The Gorgon’s Head • He Lion, Bruh Bear, and Bruh Rabbit • The Fox and the Crow • The Wolf and the House Dog • All I Really Need to Know I Learned in Kindergarten <p>Assessments</p> <ul style="list-style-type: none"> • Selection Tests • Ch. 4 Test 	<p>Based on the essay, what does the author believe about...?</p> <p>All of these are ___ except ___.</p>	<ul style="list-style-type: none"> • Multiple meanings • Drawing conclusions • Chronological order/flashback • Point by point pattern • Context clue • Metaphors • Sequencing • Cause & effect • Inferences • Author’s purpose • Simile • Imagery • Personification • Symbolism 	Teach the following story forms: myth, fable, legend, folk tale		

21-22	2/1 – 2/5 2/9 – 2/12	<p>Chapter 5 Biography and Autobiography: Looking at Lives</p> <ul style="list-style-type: none"> • Storm • A Glory Over Everything 	Information in this passage supports...		Teach the lesson on first-person point of view on P. 244. Teach the Literary Response and Analysis lesson on P. 297-299.		
23 - 24	2/16 – 2/19 2/22 – 2/26	<p>Ch. 6 Looking at Texts: Uses of the Imagination</p> <ul style="list-style-type: none"> • What Do Fish Have to Do with Anything? • Eleven Assessments <ul style="list-style-type: none"> • Selection Tests • Ch. 6 Test 		<ul style="list-style-type: none"> • Point of view • Connotations • Imagery 			

25 - 27	3/1 – 3/5 3/8 – 3/12 3/15 – 3/19	<p>Ch. 7 Rhyme and Reason</p> <ul style="list-style-type: none"> • The Sneetches • Ode to Mi Gato • Recognizing Propaganda Techniques <p>Assessments</p> <ul style="list-style-type: none"> • Selection Tests • Ch. 7 Test 	<p>Which words from stanza ___ tell the reader that the poem is written in 1st (or 3rd) person?</p> <p>How does the poet achieve his/her tone?</p> <p>What is the purpose of the metaphor in ___?</p> <p>Which detail is intended to persuade the reader that...?</p>	<ul style="list-style-type: none"> • Rhyme & rhythm • Tone • Rhyme scheme • Meter • Figurative language • Author’s purpose • Reasoning • Persuasion 	Teach Figurative Language review on P. 410.	<ul style="list-style-type: none"> • Direct & indirect objects (Ch 5) • Pronoun & antecedent (Ch 6) • Verbs (Ch 7) 	Second writing assessment
28-29	3/22 – 3/26 4/12 – 4/16	<p>Ch. 8 You the Critic</p> <ul style="list-style-type: none"> • The Dog of Pompeii • Pompeii Museum Application for Volunteer Work • Trial by Fire • Pet Adoption Application <p>Assessments</p> <ul style="list-style-type: none"> • Selection Tests • Ch. 8 Test 	Which detail from Document A emphasizes...?	<ul style="list-style-type: none"> • Word meanings • Inferences • Characterization • Text structure 	Teach lessons on applications on P. 448 and 462		
30-31	4/19 – 4/23 4/26 – 4/30	Standards Review					
32-33	5/3 – 5/7 5/10 – 5/14	STAR TESTING					

	5/17 – 5/21 5/24 – 5/28 6/1 – 6/4 6/7 – 6/11	Holt Novels/Teacher Choice					Final writing assessment
38	6/14 – 6/17	End of Year Activities					

* Sixth grade teachers have the added challenge of fitting 6th Grade Camp into their pacing. Because each site goes to camp on a different week, it could not be built into the district guide. The committee members included additional time into their pacing for Chapters 4 and 7, and it is recommended that each site make adjustments based on their own camp schedule and subtract a week from one of those two chapters in order to make that adjustment.

** The grammar is divided by trimester.

*** The assessed writing genres are Persuasive, Response to Literature, and Expository (describe, explain, problem-solution, compare-contrast).