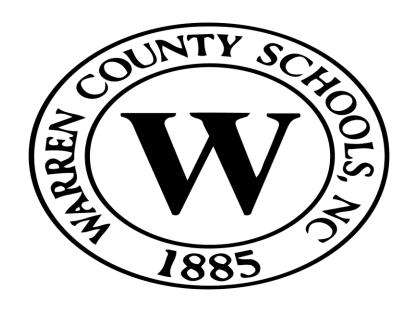
Warren County Pacing Guide



ELA 6th Grade

NC Standards	Vocabulary	Key Skills	Timeframe
Resources: HMH Module1: Finding Courage, NCDPI, FCRR •RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. •RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. •RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. •RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. •RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. •W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. •W.6.2.0. Organize information and ideas around a topic to plan and prepare to write. •W.6.2.b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. •W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. •W.6.2.d. Use appropriate transitions to clarify the relationships among ideas and concepts. •W.6.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.6.2.f. Establish and maintain a formal style. •W.6.2.p. Provide a concluding statement or section that follows from the information or explanation presented. •W.6.2.h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. •W.6.3.a. Organize information and ideas around a topic to plan and prepare	Analyze Prediction Informational text Text features Text structure Essential Amplify Generate Humiliation Annotate Text evidence Context clues Multiple meaning words Article Inference Topic Nonfiction Text Evidence Cite Sound element Visual element Technical element Purpose Media	•Analyze How Character Develops Plot •Analyze Setting and Character •Analyze Speaker •Analyze Refrain •Cite Evidence •Analyze Structure Analyze Digital Text Write an Informative Essay •Make Predictions •Analyze Organizational Patterns •Make Inferences •Analyze Characters and Setting	4 weeks 8/17-9/11/2020

credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

- •SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- •SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- •SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks
- •SL.6.5 Include multimedia components and visual displays in presentations to clarify information.
- •L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.
- •L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.
- •L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- •L.6.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- •RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- •RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

DPI Resources

•L.6.1

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•L.6.2

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Question Stems (DPI)			
https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view			
Sentence Frames (DPI)			
https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view			
	Vocabulary	Key Skills	
Resources: HMH Module 2: Through an Animal's Eyes, NCDPI,	Cite, text,	_	4 weeks
•RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a	structure,	-Analyze Imagery	9/14-10/9/2020
summary of the text distinct from personal opinions or judgments.	integrate, textual	& Personification	
. •RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact	evidence,	& Personnication	
of a specific word choice on meaning and tone.	theme, genres,	-Paraphrase	
•RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	concepts,	- arapiiraoc	
•RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar	comprehension,	-Compare	
themes and topics. •W.8.3 Write narratives to develop real or imagined experiences or events using effective technique,	transitions,	_	
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relevant descriptive details, and well-structured event sequences.	language, formal	Themes	
•W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	style, concluding	-Identify Claims	
•W.6.1.a. Organize information and ideas around a topic to plan and prepare to write. •W.6.1.b. Introduce claim(s) and organize the reasons and evidence clearly.	statement, narratives,	in Augusta	
•W.6.1.c. Support claim(s) with clear reasons and relevant evidence, using credible sources and	context,	in Arguments	
demonstrating an understanding of the topic or text.	relevant.	-Analyze Evidence	
•W.6.1.d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	engage,	,	
•W.6.1.f. Provide a concluding statement or section that follows from the argument presented.	interpret, claims,	-Compare	
•W.6.1.g. With some guidance and support from peers and adults, develop and strengthen writing as	conventions,	Arguments	
needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose,	clarify, phrases	ringumento	
and audience.		-Hold a Debate	
•W.6.2.b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and		Cubicat Varb	
multimedia when useful to aiding comprehension.		-Subject Verb	
•W.6.3.c. Use narrative techniques, such as dialogue, pacing, and description, to develop		Agreement	
experiences, events, and/or characters.		-	
•W.6.3.g. With some guidance and support from peers and adults, develop and strengthen writing as			
needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose,			
and audience.			
•W.6.5 Conduct short research projects to answer a question, drawing on several sources and			
refocusing the investigation when appropriate.			
•L.6.1 Demonstrate command of the conventions of standard English grammar and usage when			
writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.			
•L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and			
spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.			
•L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.			
•L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues,			
word parts, word relationships, and reference materials.			
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L.6.5.a. Interpret figures of speech in context based on grade 6 reading and content.			
•SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and			
teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and			
expressing their own clearly.			
•SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to			
a topic, text, or issue under study.			
•SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported			
by reasons and evidence from claims that are not. •SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,			
and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.			
and details to described in the indeas of the ines, adapt special to a variety of contexts and tasks.			

•SL.6.5 Include multimedia components and visual displays in presentations to clarify information.	
•RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a	
summary of the text distinct from personal opinions or judgments.	
•RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure	
of a text and contributes to the development of the ideas.	
•RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	
supported by reasons and evidence from claims that are not.	
•RI.6.9 Compare and contrast one author's presentation of events with that of another.	
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•L.6.1	
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Remote Learning Resources (DPI)			
https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0			
https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remote-			
<u>learning?authuser=0</u>			
Question Stems (DPI)			
https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view			
Sentence Frames (DPI)			
https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view			
Resources: HMH Module 3: Surviving the Unthinkable, NCDPI,	Interactions,	Analyze Setting	4 Weeks
	P.O.V., text,	and Character	10/10-11/6/2020
•RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how	evaluate,	•Monitor	
the characters respond or change as the plot moves toward a resolution.	analyze,	Comprehension	
•RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of	evidence,	•Analyze	
a specific word choice on meaning and tone.	arguments,	Characteristics of	
•RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a	topic, claims,	Digital Text	
text and contributes to the development of the theme, setting, or plot.	formal style,	Write an	
•RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar	concluding	Informational	
themes and topics.	statement.	Essay	
•RL.6.10 By the end of grade 6, read and understand literature within the 6–8 text complexity band	relevant content.	•Analyze	
proficiently and independently for sustained periods of time. Connect prior knowledge and experiences	organize,	Characteristics of	
to text.	engage, context,	Digital Text	
	sequence,	•Explain Author's	
•W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and	sensory	Purpose &	
information through the selection, organization, and analysis of relevant content.	language,	Message	
•W.6.2.a Organize information and ideas around a topic to plan and prepare to write.	narrative	Create Mental	
•W.6.2.b Introduce a topic; organize ideas, concepts, and information, using strategies such as	techniques,	Images	
definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and	transition	Context Clues	
multimedia when useful to aiding comprehension.	words, audience,	Contoxt Oldes	
•W.6.2.h With some guidance and support from peers and adults, develop and strengthen writing as	main ideas,	Write a nonfiction	
needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose,	characters.	narrative	
and audience.	dialogue,	Hallative	
•W.6.3 Write narratives to develop real or imagined experiences or events using effective technique,	conclusion,	•Analyze	
relevant descriptive details, and well-structured event sequences.	paraphrase,	Historical and	
	paraprirase,		
•W.6.3.a. Organize information and ideas around a topic to plan and prepare to write.		Cultural Setting	
•W.6.3.b. Engage and orient the reader by establishing a context and introducing a narrator and/or		•Analyze	
characters; organize an event sequence that unfolds naturally and logically. •W.6.3.c. Use narrative techniques, such as dialogue, pacing, and description, to develop		Author's Use of Language	
	1		

experiences, events, and/or characters.

- •W.6.3.d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- •W.6.3.e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- •W.6.3.f. Provide a conclusion that follows from the narrated experiences or events.
- •W.6.3.g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- •W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.
- •SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- •SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study
- •SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.
- •SL.6.5 Include multimedia components and visual displays in presentations to clarify information.
- •L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.
- •L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.
- •L.6.3.b. Maintain consistency in style and tone.
- •L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- •L.6.5.a. Interpret figures of speech in context based on grade 6 reading and content.
- •RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- •RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
- •RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- •RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.

DPI Resources

•1.6.1

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Sentence Frames (DPI)			
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	Analyze, P.O.V.,		4 Weeks
Resources: HMH Module 4: Discovering Your Voice, NCDPI,	Integrate,	Analyze Multimodal Texts	11/9-12/4/2020
•RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure	Evaluate,	Multimodal Texts	
of a text and contributes to the development of the ideas.	Compare/Contra	 Analyze Print and Graphic Features 	
•RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the	st, Informational	orapine reacures	
text.	Text, Text	Analyzo Toyt	
•RI.6.7 Integrate information presented in different media or formats, including visually and	Complexity,	•Analyze Text Structure and	
quantitatively, as well as in words to develop a coherent understanding of a topic or issue.	arguments,	Purpose	
•RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are	claims, topic,		
supported by reasons and evidence from claims that are not.	phrases,	∙Make	
•RI.6.9 Compare and contrast one author's presentation of events with that of another.	concluding	Connections	
•RI.6.10 By the end of grade 6, read and understand informational texts within the 6–8 text complexity	statement, task,		
band proficiently and independently for sustained periods of time. Connect prior knowledge and	informative.	·Make Inferences	
, and the state of	,		

experiences to text.	strategies,	About Author's	
	relevant, formal	Purpose and Message	
•W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	style.	Message	
•W.6.1.a. Organize information and ideas around a topic to plan and prepare to write.	investigation,	Amaluma Authoria	
•W.6.1.b. Introduce claim(s) and organize the reasons and evidence clearly.	engage,	·Analyze Author's Use of Language	
•W.6.1.c. Support claim(s) with clear reasons and relevant evidence, using credible sources and	concluding	Ose of Language	
demonstrating an understanding of the topic or text.	statement.		
		Analyze Author's Purpose and	
•W.6.1.d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	topic, research,	Message	
•W.6.1.f. Provide a concluding statement or section that follows from the argument presented.	claims,	Titessage	
•W.6.1.g. With some guidance and support from peers and adults, develop and strengthen writing as	conventions,		
needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose,			
and audience.			
•W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and			
information through the selection, organization, and analysis of relevant content.			
•W.6.2.a. Organize information and ideas around a topic to plan and prepare to write			
•W.6.2.b. Introduce a topic; organize ideas, concepts, and information, using strategies such as			
definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and			
multimedia when useful to aiding comprehension.			
•W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other			
information and examples.			
•W.6.2.f. Establish and maintain a formal style.			
•W.6.3.a. Organize information and ideas around a topic to plan and prepare to write.			
•W.6.5 Conduct short research projects to answer a question, drawing on several sources and			
refocusing the investigation when appropriate.			
•W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each			
source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and			
providing basic bibliographic information for sources.			
•SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-			
led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing			
their own clearly.			
•SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to			
a topic, text, or issue under study.			
•SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,			
and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.			
•L.6.1 Demonstrate command of the conventions of standard English grammar and usage when			
writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.			
•L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and			
spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.			
•L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style. •L.6.3.b. Maintain			
consistency in style and tone.			
•L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases			
based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues,			
word parts, word relationships, and reference materials. •L.6.5.a. Interpret figures of speech in context based on grade 6 reading and content.			

Are the text			
RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. -RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	•RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences		
of a specific word choice on meaning and tone. **R.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. **DPI Resources** L.6.1 **Intips://drive.google.com/drive/floiders/10R6FTiatINPeV0eMdvQlpkZfNraToZtTT **Intips://drive.google.com/driv			
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40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards			
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Resources: HMH Module 5: Never Give Up, NCDPI, *RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. *RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. *RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue. *RI.6.9 Compare and contrast one author's presentation of events with that of another. *RI.6.10 By the end of grade 6, read and understand informational texts within the 6–8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. concluding statement, *W.6.1 e. Establish and maintain a formal style. *W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *W.6.2.a. Organize information and ideas around a topic to plan and prepare to write. *W.6.2.b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. *W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. *W.6.2.d. Use appropriate transitions to clarify the relationships among ideas and concepts. *W.6.2.b. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. *W.6.2.b. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or t	central idea, structure, integrate, formal style, topic, transitions, precise words, collaborate, drawing, conduct, clusions, collaborative discussions, claims, conventions, clarify, contexts, theme,	•Analyze Characteristics and Features of Informational Texts •Generate Questions •Analyze Elements of Plot •Analyze Influence of Setting on Plot and Character •Analyze the Effects of Meter and Structural Elements •Make Inferences About Theme and Author's Purpose •Analyze Characteristics of Multimodal Texts •Determine Key Ideas in Multimodal Texts •Analyze Characteristics of Informational Texts	4 Weeks 12/72020- 1/15/2021

•W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each	Determine Key
source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and	Ideas
providing basic bibliographic information for sources.	Infer and
	Synthesize Key
•SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-	Ideas Within and
led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing	Across Texts
their own clearly.	7101003 TCXIS
•SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts,	
and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.	
and details to accentuate main ideas of themes, adapt speech to a variety of contexts and tasks.	
J. C.1. Demonstrate command of the conventions of standard English growings and upage when	
•L.6.1 Demonstrate command of the conventions of standard English grammar and usage when	
writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.	
•L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	
spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.	
•L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.	
•L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases	
based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues,	
word parts, word relationships, and reference materials.	
•RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences	
drawn from the text.	
•RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a	
summary of the text distinct from personal opinions or judgments.	
•RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how	
the characters respond or change as the plot moves toward a resolution.	
•RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a	
text and contributes to the development of the theme, setting, or plot.	
text and continues to the development of the theme, setting, or plot.	
DPI Resources	
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learning?authuser=0			
40 Ways to Read Like a Detective (DPI)			
https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards			
Question Stems (DPI)			
https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view			
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HMH Module 6: Hidden Truths, NCDPI,	Cite, central		4 Weeks
•RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences	idea, structure,	•Analyze	1/19-2/12/2021
drawn from the text.	convey,	Characteristics of	
•RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a	narratives,	Informational Texts	
summary of the text distinct from personal opinions or judgments.	context,	•Make Inferences	
•RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure	transitions,	About Key Ideas	
of a text and contributes to the development of the ideas.	sensory		
	language,	·Analyze How	
•W.6.2 Write informative/evalenctory texts to evamine a tenis and convey ideas, concents, and	conclusion, task, research.	Playwrights Develop	
•W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	research, relevant.	Develop Characters	
•W.6.2.a. Organize information and ideas around a topic to plan and prepare to write.	conventions,	S.Iuructero	
•W.6.2.c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other	style, tone,	·Create Mental	
information and examples.	clarify, interpret,	Images to Deepen	
•W.6.3 Write narratives to develop real or imagined experiences or events using effective technique,	claims, engage,		
orbital activity and a second activity and a second activity and activity activity and activity activity and activity activity and activity activity activity and activity a	J.Zo, Jilgago,	ı	1

relevant descriptive details, and well-structured event sequences.	prior knowledge	Understanding	
•W.6.3.a. Organize information and ideas around a topic to plan and prepare to write.			
•W.6.3.b. Engage and orient the reader by establishing a context and introducing a narrator and/or		Use context clues	
characters; organize an event sequence that unfolds naturally and logically.			
•W.6.3.c. Use narrative techniques, such as dialogue, pacing, and description, to develop		·Analyze the Effect	
experiences, events, and/or characters.		of Meter and	
•W.6.3.d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts		Structural Elements in	
from one time frame or setting to another.		Poems	
•W.6.3.e. Use precise words and phrases, relevant descriptive details, and sensory language to			
convey experiences and events.		•Make	
•W.6.3.f. Provide a conclusion that follows from the narrated experiences or events.		Connections	
•W.6.3.g. With some guidance and support from peers and adults, develop and strengthen writing as			
		Infer Themes	
needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose,		Within and Across	
and audience.		Texts	
•W.6.5 Conduct short research projects to answer a question, drawing on several sources and			
refocusing the investigation when appropriate.		·Analyze Plot	
•W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of		·Identify Point of	
each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism		View	
and providing basic bibliographic information for sources.			
•L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing			
or speaking; demonstrate proficiency within the 6–8 grammar continuum.		·Infer Theme	
•L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and		•Analyze Purpose and Text Structure	
spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.		and Text Structure	
•L.6.3.a. Vary sentence patterns for meaning, reader/listener interest, and style.			
•L.6.3.b. Maintain consistency in style and tone.		Compare Themes	
•L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases			
based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues,			
word parts, word relationships, and reference materials.			
•L.6.5.a. Interpret figures of speech in context based on grade 6 reading and content.			
*E.O. J.a. Interpret rigures or speech in context based on grade o reading and content.			
•RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a			
summary of the text distinct from personal opinions or judgments.			
•RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how			
the characters respond or change as the plot moves toward a resolution.			
•RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a			
text and contributes to the development of the theme, setting, or plot.			
•RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.			
•RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or			
viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear"			
when reading the text to what they perceive when they listen or watch.			
•RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar			
themes and topics.			
•RL.6.10 By the end of grade 6, read and understand literature within the 6–8 text complexity band			
proficiently and independently for sustained periods of time. Connect prior knowledge and experiences			
pronotering and independently for sustained periods of time. Connect prior knowledge and experiences			

to text. •SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. •SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks. DPI •L.6.1 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •L.6.2 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •L.6.4 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •RI.6.5 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •RL.6.2 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •RL.6.6 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •SL.6.4 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •W.6.2.c. https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT •W.6.6 https://drive.google.com/drive/folders/1OR6FTiatNPeV0eMdvQlpKZfNraToZtTT Remote Learning Resources (DPI) https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning?authuser=0 https://sites.google.com/dpi.nc.gov/nck-3fap/home/pk-3/remote-learning/digital-remotelearning?authuser=0 40 Ways to Read Like a Detective (DPI) https://ncdpi.instructure.com/courses/914/pages/40-ways-to-read-like-a-detective-cards

Question Stems (DPI) https://drive.google.com/file/d/1QvgII2ITQCgEI6Jw8hMGq8zjIGHviOJH/view		
Sentence Frames (DPI) https://drive.google.com/file/d/1ykTXUWH90CMkWMdiF-4yfPc6fvEwq08L/view		