

# 6th Grade ELA Pacing Guide

## *Implementation of the Educational Epiphany Critical Concepts Model*

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**Academic Year:** 2025–2026

**Implementation Start Date:** September 2025

**Target Integration:** 2 Days Per Month (at minimum)

### **Purpose**

To enhance reading comprehension and critical thinking using Educational Epiphany's high-yield strategies for close reading, vocabulary acquisition, and nonfiction analysis. This addendum provides a monthly plan for intentional integration without disrupting core novel studies or district benchmarks.

### **Monthly Instructional Plan** (using the twice a month target integration)

Each month, teachers will:

- Dedicate 2 class periods (can be done back-to-back or strategically spaced) to a Critical Concepts mini-unit using one of the nonfiction passages provided in the Educational Epiphany materials.
  - **1st Session:** Pause novel to focus on Educational Epiphany complex text (*suggested texts are provided in sample lesson plans, teachers can use any Educational Epiphany text to fit their classroom needs*)
  - **Second Session:** Return for deeper analysis with a second text or extension (*suggested texts are provided in sample lesson plans, teachers can use any Educational Epiphany text to fit their classroom needs*)
- Use 1 nonfiction graphic organizer during this time.
- Frontload and explicitly teach 3–5 Tier II/Tier III vocabulary terms connected to that month's standards focus.
- 3–5 Tier II/III terms frontloaded Monday–Thursday; reinforced in Friday lessons and throughout novel study.
- Spiral these vocabulary terms into all formative and summative assessments, novel-based discussions, and writing assignments.

### **Vocabulary Frontloading Protocol**

1. **Week 1 of each month:** Introduce 3–5 *Critical Concepts* vocabulary terms using a vocabulary routine (e.g., Frayer Model, context sentence creation, visual word wall).
2. **Embed vocabulary in:**
  - Novel study discussions
  - Independent writing prompts

- Exit tickets & weekly quizzes
- Benchmark/interim assessments

3. **Suggested End-of-month review quiz:** 5–7 questions from that month’s vocabulary

## Novel Study Integration

During ongoing novel studies (e.g., *Bud, Not Buddy*), require:

- Use of frontloaded vocabulary in written responses
- Occasional connections between fiction and nonfiction themes
- On novel assessments have 3 or more assessment questions that references the nonfiction vocabulary or skills from that month’s specific Educational Epiphany connection

## Text & Graphic Organizer

All text passages and graphic organizers are sourced from Educational Epiphany's Critical Concepts materials as provided by the district—no text was chosen from the “with admin approval only” list. Each lesson includes a designated Educational Epiphany graphic organizer for comprehension and analysis.

## How-To: Integration into Daily Instruction

(see [sample lesson plans](#) Google Doc)

## Teacher Support & Planning

- **PLC Recommendation:** Reserve 10–15 minutes during monthly meetings to preview the upcoming month’s Epiphany content and vocabulary
- **Shared Folder:** Use Google Drive and Oncourse to store and share monthly vocab decks, student exemplars, graphic organizers, and assessments

## Monthly Focus Guide

Month	Standards Focus	Educational Epiphany Connection	Vocab Emphasis	Graphic Organizer Binder Tab pages
Sept	RI.6.1 – Citing textual evidence	“Citing Evidence to Support Analysis”	Evidence, inference, textual, explicit, implicit	Citing Evidence Anchor Chart –pages 1-16

<b>Oct</b>	RI.6.2 – Main idea and summarizing	“Determine Central Ideas in Nonfiction Texts”	Central idea, convey, distinct, summary, opinion, judgment, topic	Main Idea Mapping– pages 17-24
<b>Nov</b>	RI.6.3 – Analyze how ideas develop	“Connections Between Events, Ideas, or Concepts”	Sequence, cause, effect, interaction, analyze	Concept Map– pages 25-32
<b>Dec</b>	RI.6.4 – Meaning of words and phrases	“Figurative and Connotative Meanings”	Figurative, literal, context, tone, connotation	Word Meaning Web
<b>Jan</b>	RI.6.5 – Text structure	“Analyze How a Text is Organized”	Structure, compare/contrast, chronological, problem/solution	Text Structure Matrix
<b>Feb</b>	RI.6.6 – Author’s point of view	“Author’s Purpose and Perspective”	Perspective, purpose, bias, tone, audience	POV Chart
<b>Mar</b>	RI.6.7 – Integrating media formats	“Integrating Information Across Formats”	Media, integration, visual, audio, interpretation	Multimedia Response Chart
<b>Apr</b>	RI.6.8 – Evaluating arguments	“Trace and Evaluate Arguments”	Claim, evidence, reasoning, counterargument, logic	Argument Map
<b>May</b>	RI.6.9 – Compare across texts	“Compare and Contrast Across Texts”	Similarity, difference, perspective, synthesis, theme	Compare/Contrast T-Chart
<b>June</b>	Review & Reflection	Student-selected nonfiction review	Cumulative vocab review	Choice of organizer