

Grade 6 ELA Pacing Guide 2019-2020

Quarter 1 Focus Standards

<p>Unit: Facing Fear</p> <p><i>HMH Collection 1</i></p>	<p>Reading: <i>Literature-</i> LAFS.6.RL.1.2 LAFS.6.RL.1.3 LAFS.6.RL.2.5 LAFS.6.RL.2.6</p> <p><i>Informational-</i> LAFS.6.RI.1.2 LAFS.6.RI.1.3</p> <p>Writing: <i>informative/explanatory</i> LAFS.6.W.1.2 LAFS.6.W.2.4 LAFS.6.W.2.6</p>	<p style="text-align: center;">*** Please Remember ***</p> <ul style="list-style-type: none"> ○ Focus standards are just one part of a lesson. You may have to incorporate additional standards around the teaching of a focus standard in order to achieve mastery of the focus standard. ○ Reading standards 1 and 10 should be incorporated in every lesson. ○ The language standards should be naturally incorporated into writing lessons.
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Skills (Verbs)	Concepts (Nouns)	Assessment Limits
<p>LAFS.6.RL.1.2: Determine a theme or 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.</p>		
<ul style="list-style-type: none"> • Determine • Determine • Provide 	<ul style="list-style-type: none"> • theme or central idea of a text • how theme or central idea is conveyed through details • summary of the text 	<p>Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey theme or central idea and not the manner in which the author handles them. Items may ask the student to summarize all or part of the text.</p>
<p>LAFS.6.RL.1.3: 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.</p>		
<ul style="list-style-type: none"> • Describe • Describe 	<ul style="list-style-type: none"> • how plot unfolds • how characters respond or change 	<p>Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask how a story’s plot develops over time. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about plot and character.</p>
<p>LAFS.6.RL.2.5: 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.</p>		
<ul style="list-style-type: none"> • Analyze • Analyze 	<ul style="list-style-type: none"> • how text structure contributes to development of the theme 	<p>Items may ask the student to analyze the purpose of specific sentences, scenes, or stanzas. Items may ask the student to consider the effect of a particular sentence, scene, or stanza on the overall structure and meaning. Items should focus on how specific structural elements create a comprehensive picture of the theme, setting, or plot.</p>

<ul style="list-style-type: none"> Analyze 	<ul style="list-style-type: none"> how text structure contributes to development of the setting how text structure contributes to development of the plot 	
<p>LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p>		
<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> how an author develops point of view 	<p>Items may ask the student to explain the strategies the author uses to develop the point of view of the narrator or speaker. Items should not exclusively ask the student to identify the narrator’s or speaker’s point of view.</p>
<p>LAFS.6.RI.1.2: 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.</p>		
<ul style="list-style-type: none"> Determine Determine Provide 	<ul style="list-style-type: none"> central idea of a text how central idea is conveyed through particular details summary of the text 	<p>Items may ask the student to determine a central idea and how it is conveyed through key details. Central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey the central idea and not the manner in which the author handles them. Items may ask the student to summarize the text.</p>
<p>LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>		
<ul style="list-style-type: none"> Describe Describe 	<ul style="list-style-type: none"> how plot unfolds how characters respond or change 	<p>Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask how a story’s plot develops over time. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about plot and character.</p>
<p>LAFS.6.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (a-f).</p>		
<ul style="list-style-type: none"> Write Examine Convey Select/organize/analyze 	<ul style="list-style-type: none"> informative/explanatory essay a topic ideas, concepts, and information relevant content 	<p>Items may ask the student to create a response that is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.</p>
<p>LAFS.6.W.2.4: Produce clear and coherent writing which the development organization and style are appropriate to task, purpose, and audience.</p>		

LAFS.6.W.2.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Links for extra remediation lessons, practice, and teacher information:

- eLearn site with all district curriculum and resources- <https://elearn.pcsb.org> (click log in and then Secondary Language Arts)
-The Pinellas Schools Gateway site also contains Middle School ELA Curriculum Resources
- FSA practice and information- <http://fsassessments.org/>
- Florida Department of Education site for information, standards and instructional support- <http://www.fldoe.org/>
- CPALMS has standards information and lessons- <http://www.cpalms.org/Public/>
- Write Score has lessons specific to each standard- <https://portal.writescore.com/>
- Achieve the Core has lesson plans for each standard- <http://achievethecore.org/>