

Grade 6 ELA Pacing Guide 2019-2020

Quarter 2 Focus Standards

<p>Unit:</p> <p>Animal Intelligence & Making Your Voice Heard</p> <p><i>HMH Collections 2 & 4</i></p>	<p>Reading:</p> <p><i>Literature-</i> LAFS.6.RL.1.3 LAFS.6.RL.2.6</p> <p><i>Informational-</i> LAFS.6.RI.1.3 LAFS.6.RI.2.6 LAFS.6.RI.3.8</p> <p>Writing:</p> <p><i>Argument</i> LAFS.6.W.1.1 LAFS.6.W.2.6 LAFS.6.W.3.9</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
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.		
<ul style="list-style-type: none"> • Describe • Describe 	<ul style="list-style-type: none"> • how plot unfolds • how characters respond or change 	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.
LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.		
<ul style="list-style-type: none"> • Explain 	<ul style="list-style-type: none"> • how an author develops point of view 	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.
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).		
<ul style="list-style-type: none"> • Analyze • Analyze • Analyze 	<ul style="list-style-type: none"> • how a key individual, event, or idea is introduced in a text • how a key individual, event, or idea is illustrated in a text • how a key individual, event, or idea is elaborated in a text 	Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. 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 events, individuals, or ideas.
LAFS.6.RI.2.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
<ul style="list-style-type: none"> • Determine • Explain 	<ul style="list-style-type: none"> • author's point of view or purpose • how author's point of view or purpose is conveyed in the text 	Items may ask the student to determine the author's point of view or purpose in a text and to explain the strategies the author uses to convey point of view or purpose.
LAFS.6.RI.3.8: 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.		

<ul style="list-style-type: none"> Trace Evaluate Distinguish 	<ul style="list-style-type: none"> argument and claims in a text argument and claims in a text claims supported by reasons and evidence from claims not supported by reasons and evidence 	<p>Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a text.</p>
<p>LAFS.6.W.1.1: Write arguments to support claims with clear reasons and relevant evidence (a-e).</p>		
<ul style="list-style-type: none"> Write Support 	<ul style="list-style-type: none"> arguments claims with clear reasons and relevant evidence 	<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 claim and effective organizational structure creating coherence and completeness. Items may ask the student to create a response that provides thorough, convincing, and credible support, citing evidence for the writer's claim that includes the effective use of sources, facts, and details.</p>
<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.</p>		
<p>LAFS.6.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (a. compare contrast b. trace and evaluate)</p>		
<p>Links for extra remediation lessons, practice, and teacher information:</p> <ul style="list-style-type: none"> 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/ 		