Grade 6 ELA Pacing Guide 2019-2020
Quarter 3 Focus Standards

Unit : **Dealing with Disaster & Decisions that Matter** *HMH Collections 3 & 5*	**Reading***:* *Literature-* LAFS.6.RL.2.4 LAFS.6.RL.2.5 *Informational-* LAFS.6.RI.2.5 LAFS.6.RI.3.7 LAFS.6.RI.3.9 **Writing***:* *Argument* LAFS.6.W.1.1 LAFS.6.W.1.2 LAFS.6.W.2.5 LAFS.6.W.3.7 LAFS.6.W.3.8	*** Please Remember *** o 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. o Reading standards 1 and 10 should be incorporated in every lesson. o The language standards should be naturally incorporated into writing lessons.

Skills (Verbs)	Concepts (Nouns)	Assessment Limits
LAFS.6.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
• Determine • Determine • Analyze • Analyze	• meaning of words and phrases as they are used in a text • figurative and connotative meanings • impact of specific word choices on meaning • impact of specific word choices on tone	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions, but should only reference grade-appropriate texts.
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.		
• Analyze • Analyze • Analyze	• how text structure contributes to development of the theme • how text structure contributes to development of the setting • how text structure contributes to development of the plot	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.

LAFS.6.RI.2.5: 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.

• Analyze • Analyze	• how parts of a text fit into the overall structure of a text • how parts of a text contribute to the development of ideas in a text	Items may ask the student to analyze the purpose of specific sentences, paragraphs, chapters, or sections. Items may ask the student to consider the effect of a particular sentence, paragraph, chapter, or section on the overall structure and meaning. Items should focus on how specific structural elements work together and/or help to develop ideas.

LAFS.6.RI.3.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

• Integrate • Develop	• information presented in different media or formats to information presented in words • coherent understanding of a topic or issue	Items may ask the student to integrate information presented in different media formats in order to develop or support inferences drawn from the text. Items should require the student to use information from the text as well as information presented in a media format. Items should be developed to texts that make meaningful use of information presented in media form. Items may ask the student to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in items stems or answer options.

LAFS.6.RI.3.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

• Compare • Contrast	• one author's presentation of events with that of another • one author's presentation of events with that of another	Items may ask the student to analyze similarities and differences in how authors present ideas or events. Items may require the student to use key details to explain how authors are similar or different in their approach. Items should not simply ask the student to identify common events. Items should be developed with text sets focusing on the same events or ideas.

LAFS.6.W.1.1: Write arguments to support claims with clear reasons and relevant evidence (a-e).

• Write • Support	• arguments • claims with clear reasons and relevant evidence	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.

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).

• Write • Examine • Convey • Select/organize/analyze	• informative/ explanatory essay • a topic • ideas, concepts, and information • relevant content	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.

LAFS.6.W.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing.

LAFS.6.W.3.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LAFS.6.W.3.8: Gather relevant information from multiple print and digital sources: assess the credibility of each source; and quote or paraphrase the data and conclusions of the others while avoiding plagiarism and providing basic bibliographic information for sources.

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/