



# 2020 – 2021 ELA Pacing Guide

## Grade 6

### First 2-3 Weeks Guidance

- Classroom Procedures and Expectations
- Perform a Baseline Assessment (Reading, Writing, and Grammar-optional) & FAIR – first two weeks!
- Introduce FSA Writing Rubric (Teacher and Student Copy)
- Familiarize students with how to choose a text (book tastings) and how to interact with words
- Introduce Reading and Writing Workshop
- ELA – Introduce a light plan for narrative writing (within First 20 Lessons), then transition into Argumentative
- Reading – Review skills from previous year (foundational skills with interacting with text, asking questions, identifying key details and unknown “word problems,” etc.)
- Orient students to Teams, Savvas Online, classroom texts, and provide an overview of the curriculum (Savvas/Pearson)
- Active Listening and Respectful Speaking
- Make Connections to text (both verbally and written)
- Plan, share, and discuss (with team teacher) both Writing, Reading (and ELA/grammar) Assessment data from BOY
- Review/Dig into the Baseline Data (conferences with students to create – both writing and reading – goals)
- Discuss how to implement data in weekly planning to create a cohesive ELA/Reading cohort.
- Prepare and begin: Close Reading/ Annotating guides (for texts used in writing), text-based writing strategies

**\*\* Please refer to the First 20 Lessons as a guide to start the school year out on a strong foundation. Reach out to your coaches for support with planning, digging into data, and/or using data to drive instruction.**

#### **Rubric/Assessment:**

The following link contains assessments, text-based evidence essays, and writing rubrics assignments associated with this course:

<https://www.savvasrealize.com/index.html#/>



## Quarter 1

### Benchmark Standard (Reading Info/Lit)

- RL.1.2
- RL.2.5
- RI.2.6
- RI.3.8

### Benchmark Standard (Speaking & Listening)

- SL.1.3
- SL.2.4
- SL.2.6

### **myP Unit: 3**

#### Modern Technology

[The Big Bad Wolf: Analyzing Point of View in Texts](#)

[Persuade Me in Five Slides! Creating Persuasive Digital Stories](#)

### **myP Unit Text Sets**

**Academic Vocabulary:** convince, certain, sufficient, declare, various

**Anchor Text (Short Story):** *Feathered Friend* by Arthur C. Clarke

**Anchor Text (Blog Post):** *Teens and Technology Share a Future* by Stefan Etienne

**Anchor Text (Blog Post):** *The Black Hole of Technology* by Leena Khan

**Media (Video):** *The Internet of Things* by IBM Social Media

**Short Story:** *The Fun They Had* by Isaac Asimov

**Blog Post:** *Is Our Gain Also Our Loss?* By Cailin Loesch

**Media (Podcast):** *Bored . . . and Brilliant? A Challenge to Disconnect From Your Phone* by NPR



<p><b><u>Performance Task (PT): Writing Focus (WF)</u></b></p> <ul style="list-style-type: none"> <li>- Editorial</li> <li>- <b>Prompt:</b> Do electronic devices and online access really improve our lives?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, supporting evidence, transitions</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <ul style="list-style-type: none"> <li>- Argumentative Essay</li> <li>- <b>Prompt:</b> Do we rely on Technology too much?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 6</a></li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Multimedia Presentation: Do the benefits of technology outweigh its disadvantage?</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">W.6.1.a–b, W.6.7, SL.6.3, SL.6.4, SL.6.5</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Should girls be allowed to play high school football? (News)</li> <li>▪ Woolly Mammoth sparks debate over cloning (News)</li> <li>▪ For teens, a good mood depends on good sleep? (Informational)</li> <li>▪ ‘You have the right to remain silent’: A History of the Miranda Rights (informational)</li> </ul>	<p><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Noise-cancelling Headphones-Secret tool of Modern Life (Science and Math)</li> <li>▪ Opinion: Death of Reading (Arts &amp; Culture)</li> <li>▪ Cracking jokes on the first space flight to Mars (Science)</li> <li>▪ Dream Jobs: Designing Robots for kids (Science &amp; Math)</li> <li>▪ Influencers: Modern Entrepreneur (Government &amp; Economics)</li> </ul>



Quarter 2	
Benchmark Standard (Reading Info/Lit)	Benchmark Standard (Speaking & Listening)
<ul style="list-style-type: none"> <li>▪ <a href="#">RL.1.1</a></li> <li>▪ <a href="#">RL.1.3</a></li> <li>▪ <a href="#">RL.2.5</a></li> <li>▪ <a href="#">RL.2.6</a></li> <li>▪ <a href="#">RI.1.2</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SL.1.2</a></li> <li>▪ <a href="#">SL.2.6</a></li> </ul>
<p><b><u>myP Unit: 4</u></b> Imagination</p> <p><a href="#">Pre-reading Strategy</a></p> <p><a href="#">Finding Figurative Language in The Phantom Tollbooth</a></p>	<p><b><u>myP Unit Text Sets</u></b></p> <p><b>Academic Vocabulary:</b> perspective, transform, novelty, consequently, inspire</p> <p><b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act I</i> play by Susan Nanus, based on the book by Norton Juster</p> <p><b>Anchor Text (Drama):</b> <i>The Phantom Tollbooth, Act II</i> play by Susan Nanus, based on the book by Norton Juster</p> <p><b>Multimedia:</b> from <i>The Phantom Tollbooth</i></p> <p><b>Novel Excerpt:</b> from <i>Alice's Adventures in Wonderland</i> by Lewis Carroll</p> <p><b>Poetry:</b> <i>Jabberwocky</i> from <i>Through the Looking-Glass</i> by Lewis Carroll</p> <p><b>Reflective Essay:</b> <i>The Importance of Imagination</i> by Esha Chhabra</p>



<p><b><u>Performance Task (PT): Writing Focus</u></b></p> <ul style="list-style-type: none"> <li>- Fictional Narrative</li> <li>- <b>Plan:</b> Imaginary setting, unique characters (w/ descriptions), sensory details, events in clear and chronological order</li> <li>- <b>Language Development:</b> style, structure, supporting evidence, transitions</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <ul style="list-style-type: none"> <li>- *Explanatory Essay (This topic NOT part of <i>MyP</i> Unit 4!)</li> <li>- <b>Prompt:</b> Explanatory Essay</li> <li>- If you were a character in <i>AiW</i> or <i>PT</i>, who/what would you be and why?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting <ul style="list-style-type: none"> <li>▪ <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 6</a></li> </ul> </li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Informative Presentation: Student Choice-presenting their character from PBA</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">W.6.1.a–b</a>, <a href="#">W.6.7</a>, <a href="#">SL.6.3</a>, <a href="#">SL.6.4</a>, <a href="#">SL.6.5</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Life of US Industrial Worker (Informational Text)</li> <li>▪ Ghosts in your head (Informational Text)</li> <li>▪ Where the sidewalk ends (Poetry)</li> <li>▪ The Raven (Poetry)</li> </ul>	<p><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Imagining Houses Drawn by Kids in Real Life (Arts)</li> <li>▪ How Writers Map their Imaginary Worlds (World History)</li> <li>▪ Student Opinion: Tech-related Jobs are the Future (Arts and Culture)</li> </ul>



Quarter 3	
<u>Benchmark Standard (Reading Info/Lit)</u>	<u>Benchmark Standard (Speaking &amp; Listening)</u>
<ul style="list-style-type: none"> <li>▪ <a href="#">RL1.1</a></li> <li>▪ <a href="#">RL3.7</a></li> <li>▪ <a href="#">RL3.9</a></li> <li>▪ <a href="#">RI.2.4</a></li> <li>▪ <a href="#">RI.2.5</a></li> <li>▪ <a href="#">RI.2.6</a></li> </ul>	<ul style="list-style-type: none"> <li>▪ <a href="#">SL.1.2</a></li> <li>▪ <a href="#">SL.2.5</a></li> <li>▪ <a href="#">SL.2.6</a></li> </ul>
<p><b><u>myP Unit: 5</u></b> Exploration</p> <p><a href="#">Developing Evidence-Based Arguments from Texts</a></p> <p><a href="#">Beyond History Books: Researching With Twin Texts and Technology</a></p>	<p><b><u>myP Unit Text Sets</u></b></p> <p><b>Academic Vocabulary:</b> critical, assume, compel, valid, coherent</p> <p><b>Anchor Text ( Memoir):</b> <i>from A Long Way Home</i> by Saroo Brierley</p> <p><b>Media (Video):</b> <i>BBC Science Club: All About Exploration</i> narrated by Dara Ó</p> <p><b>News Article:</b> <i>Mission Twinpossible</i> TIME For Kids</p> <p><b>Epic Retelling:</b> <i>from Tales From the Odyssey</i> by Mary Pope Osborne</p> <p><b>Blog:</b> <i>To the Top of Everest</i> by Samantha Larson</p> <p><b>Media (Graphic Novel):</b> <i>from Lewis &amp; Clark</i> by Nick Bertozzi</p>



<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Argument</li> <li>- <b>Prompt:</b> Can anyone be an explorer?</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Language Development:</b> style, structure, supporting evidence, transitions</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <ul style="list-style-type: none"> <li>- Argumentative Essay</li> <li>- <b>Prompt:</b> Should kids today be encouraged to become explorers? *(Prompt should be edited to promote engagement)</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting <ul style="list-style-type: none"> <li>▪ <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 6</a></li> </ul> </li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <ul style="list-style-type: none"> <li>▪ W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</li> </ul>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Speech</li> <li>▪ Review your argument and annotate the most crucial pieces/reasons for evidence &amp; support</li> <li>▪ Keep the audience in mind</li> </ul>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ STEM (Text Sets Articles)</li> <li>▪ Stephen Bishop-Cave Explorer (Informational Text)</li> </ul>	<p><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ What is a compass? (Science and Math)</li> <li>▪ Nine-Year Old Applies to NASA (Kids)</li> <li>▪ Columbus Didn't Discover New World; he rediscovered it (World History)</li> </ul>



## Quarter 4

### Benchmark Standard (Reading Info/Lit)

- [RL.1.1](#)
- [RL.1.2](#)
- [RL.2.5](#)
- [RI.2.6](#)
- [RI.3.8](#)

### Benchmark Standard (Speaking & Listening)

- [SL.1.1](#)
- [SL.1.2](#)
- [SL.2.6](#)

### *myP* Unit: 1 Childhood

[Sequential Vocabulary](#)  
[A Study of Roots and Affixes](#)

[ABC Vocabulary Books](#)  
[Comprehensive Guide to Text Complexity](#)

### *myP* Unit Text Sets

**Academic Vocabulary:** reflect, notable, contribute, recognize, memorize

**Anchor Text (Memoir in Verse):** *from Brown Girl Dreaming* by Jacqueline Woodson

**Media (Comic Strip):** *Gallery of Calvin and Hobbes Comics* by Bill Watterson

**Public Document:** *Declaration of the Rights of the Child*

The United Nations General Assembly **Magazine Article:** *Michaela DePrince: The War Orphan Who Became a Ballerina* by William Kremer

**Memoir:** *from Bad Boy* by Walter Dean Myers

**Poetry:** *I Was a Skinny Tomboy Kid*  
by Alma Luz Villanueva





<p><b><u>Performance Task (PT): Writing Focus (Whole Group)</u></b></p> <ul style="list-style-type: none"> <li>- Nonfiction Narrative</li> <li>- <b>Plan:</b> Imaginary setting, unique characters (w/ descriptions), sensory details, events in clear and chronological order</li> <li>- <b>Language Development:</b> style, structure, supporting evidence, transitions</li> </ul>	<p><b><u>Performance Based Assessment (PBA) (1 of 2)</u></b></p> <ul style="list-style-type: none"> <li>- Nonfiction Narrative Essay (Writing to Sources)</li> <li>- <b>Prompt:</b> When did a challenge lead to a triumph? *(Prompt may be edited to promote engagement)</li> <li>- <b>Plan:</b> Prewriting/Planning, Gathering Evidence, Drafting, Transitions, Revising, Peer Review, Editing &amp; Proofreading, Publishing &amp; Presenting</li> <li>- <b>Rubric:</b> Refer to the FSA Style Writing <a href="#">Rubric Grade 6</a></li> </ul>
<p><b><u>PT: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>	<p><b><u>PBA: Writing Standards Focus</u></b></p> <p>W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9, W.6.9.a-b, W.6.10, L.6.1</p>
<p><b><u>Performance Task (PT): Speaking &amp; Listening (2 of 2)</u></b></p> <ul style="list-style-type: none"> <li>▪ Recitation (not simply reading narrative)</li> </ul> <p>Select most important pieces/scenes/moments/details to share</p>	<p><b><u>PT: Speaking &amp; Listening Standards Focus</u></b></p> <p><a href="#">W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6</a></p>
<p><b><u>Common Lit Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Names/ Nombres (Julian Alvarez Memoir)</li> <li>▪ Drum Dream Girl (Skill Lesson)</li> <li>▪ When I was Puerto Rican (Book Text Sets)</li> </ul>	<p><b><u>NewsELA Resource Mini-Lesson Text Sets</u></b></p> <ul style="list-style-type: none"> <li>▪ Eflin Baseball star overcame childhood tragedy (Arts and Culture)</li> <li>▪ In a war, children without a childhood (War and Peace)</li> <li>▪ How children are affected by gender issues (Arts and Culture)</li> </ul>