



2020 – 2021 Reading 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

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

Novel Study Options:

- Whole group-mini lessons-target skills utilizing excerpts
- Collaborative groups- reciprocal teaching
- Literature Circles

- *Ender's Game*, by Orson Scott
- *The Maze Runner*, by James Dashner (1of 3 in series)
- *Uglies*, by Scott Westerfeld (series)



<p><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Should girls be allowed to play high school football? (News) ▪ Woolly Mammoth sparks debate over cloning (News) ▪ For teens, a good mood depends on good sleep? (Informational) ▪ ‘You have the right to remain silent’: A History of the Miranda Rights (informational) 	<p><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Noise-cancelling Headphones-Secret tool of Modern Life (Science and Math) ▪ Opinion: Death of Reading (Arts & Culture) ▪ Cracking jokes on the first space flight to Mars (Science) ▪ Dream Jobs: Designing Robots for kids (Science & Math) <p>Influencers: Modern Entrepreneur (Government & Economics)</p>
<p><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative Essay ▪ Do we rely on Technology too much? <p><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Multimedia Presentation: Do the benefits of technology outweigh its disadvantage? 	<p><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Oral Presentation <ul style="list-style-type: none"> - Using the final draft of your argument as a foundation.



Quarter 2

Benchmark Standard (Reading Info/Lit)

- [RL.1.1](#)
- [RL.1.3](#)
- [RL.2.5](#)
- [RL.2.6](#)
- [RI.1.2](#)

Benchmark Standard (Speaking & Listening)

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

myP Unit: 4 Imagination

myP Unit Text Sets

Academic Vocabulary: perspective, transform, novelty, consequently, inspire

Anchor Text (Drama): *The Phantom Tollbooth, Act I* play by Susan Nanus, based on the book by Norton Juster

Anchor Text (Drama): *The Phantom Tollbooth, Act II* play by Susan Nanus, based on the book by Norton Juster

Multimedia: *from The Phantom Tollbooth*

Novel Excerpt: *from Alice's Adventures in Wonderland* by Lewis Carroll

Poetry: *Jabberwocky* from *Through the Looking-Glass* by Lewis Carroll

Reflective Essay: *The Importance of Imagination* by Esha Chhabra



<p style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>A Wrinkle in Time</i>, by Madeleine L'Engle ▪ <i>The Westing Game</i>, by Ellen Raskin ▪ <i>Tuck Everlasting</i>, by Natalie Babbitt ▪ <i>The Maze Runner</i>, by James Dashner (2 of 3 in series)
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Life of US Industrial Worker (Informational Text) ▪ Ghosts in your head (Informational Text) ▪ Where the sidewalk ends (Poetry) <li style="padding-left: 40px;">The Raven (Poetry) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Imagining Houses Drawn by Kids in Real Life (Arts) ▪ How Writers Map their Imaginary Worlds (World History) <p>Student Opinion: Tech-related Jobs are the Future (Arts and Culture)</p>
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ○ Explanatory Essay ○ If you were a character in <i>AiW</i> or <i>PT</i>, who/what would you be and why? <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Deliver an Informative Presentation ○ Student Choice-presenting their character from PBA 	<p style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Presenting your Narrative (small group option)



Quarter 3

Benchmark Standard (Reading Info/Lit)

- [RL1.1](#)
- [RL3.7](#)
- [RL3.9](#)
- [RI.2.4](#)
- [RI.2.5](#)
- [RI.2.6](#)

Benchmark Standard (Speaking & Listening)

- [SL.1.2](#)
- [SL.2.5](#)
- [SL.2.6](#)

myP Unit: 5 Exploration

myP Unit Text Sets

Academic Vocabulary: critical, assume, compel, valid, coherent

Anchor Text (Memoir): *from A Long Way Home* by Saroo Brierley

Media (Video): *BBC Science Club: All About Exploration* narrated by Dara Ó

News Article: *Mission Twinpossible*
TIME For Kids

Epic Retelling: *from Tales From the Odyssey* by Mary Pope Osborne

Blog: *To the Top of Everest* by Samantha Larson

Media (Graphic Novel): *from Lewis & Clark* by Nick Bertozzi



<p style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>My Side of the Mountain</i>, by Jean Craighead ▪ <i>Holes</i>, by Louis Sachar ▪ <i>Bud, Not Buddy</i>, by Christopher Paul Curtis ▪ <i>Maze Runners – Scorch Trials</i>, by James Dashner
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ STEM (Text Sets Articles) ▪ Stephen Bishop-Cave Explorer (Informational Text) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ What is a compass? (Science and Math) ▪ Nine-Year Old Applies to NASA (Kids) ▪ Columbus Didn't Discover New World; he rediscovered it (World History)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Argumentative ▪ Prompt: Should kids today be encouraged to become explorers? *(Prompt should be edited to promote engagement) <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Speech ▪ Review your argument and annotate the most crucial pieces/reasons for evidence & support ▪ Keep the audience in mind 	<p style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Present an Advertisement: Why should we explore new frontiers? *(Prompt can be edited to promote engagement)



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

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 style="text-align: center;"><u>Novel Study Options:</u></p> <ul style="list-style-type: none"> - Whole group-mini lessons-target skills utilizing excerpts - Collaborative groups- reciprocal teaching - Literature Circles 	<ul style="list-style-type: none"> ▪ <i>The Secret Garden</i>, by Frances Hodgson ▪ <i>The Diary of Anne Frank</i>, by B.M.Mooyaart <ul style="list-style-type: none"> ▪ <i>Maniac Magee</i>, by Jerry Spinelly ▪ <i>Fever 1793</i>, by Laurie Halse Andersen
<p style="text-align: center;"><u>Common Lit Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Names/ Nombres (Julian Alvarez Memoir) ▪ Drum Dream Girl (Skill Lesson) ▪ When I was Puerto Rican (Book Text Sets) 	<p style="text-align: center;"><u>NewsELA Resource Mini-Lesson Text Sets</u></p> <ul style="list-style-type: none"> ▪ Eflin Baseball star overcame childhood tragedy (Arts and Culture) ▪ In a war, children without a childhood (War and Peace) ▪ How children are affected by gender issues (Arts and Culture)
<p style="text-align: center;"><u>ELA Performance-Based Assessment (PBA)</u></p> <ul style="list-style-type: none"> ▪ Nonfiction Narrative <p style="text-align: center;"><u>Performance-Based Task (PT): Speaking & Listening</u></p> <ul style="list-style-type: none"> ▪ Recitation (not simply reading narrative) ▪ Select most important pieces/scenes/moments/details to share 	<p style="text-align: center;"><u>Performance Task: Speaking and Listening Focus (Small Group)</u></p> <ul style="list-style-type: none"> ▪ Present a Retelling ▪ Changed version of a text that may show story from a different perspective or move settings