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| 2019 ELA Pacing Guide, Grade 6 | | |
| Dates | I CAN!s | Unit |
| 8/27-9/7/18  (2 Weeks) | Week of Welcome  Orientation Week, iReady Math & ELA Diagnostic, Beginning of the Year Assessments,  & Learning Styles Identified | |
| 9/10-10/26/18  (7 Weeks) | 6.3, 6.4  6.5, 6.6  6.7b, 6.9  Ongoing Reading & Language Skills: 6.12, 6.15 | Reading & Writing Focus: **Informational Text**  Cross-curricular thematic units should be used when practicing reading and writing techniques (e.g. Based on your science readings, describe typical weather conditions for the area during the winter. ngss 3-ESS2-1.) |
| 10/29-11/9/18  (2 Weeks) | Milestone #1 Window: 10/29-11/6/18  Data Day: 11/30/18 (Homeschool), 11/13/18 (Academy)  I CAN!s Tested: 6.3, 6.4, 6.12, 6.15 | |
| 11/14-1/11/19  (4 Weeks) | 6.1, 6.2  6.7c , 6.8  Ongoing Reading & Language Skills: 6.12-6.15 | Reading & Writing Focus: **Literature, Poetry, & Narratives**  In each reading and writing unit, be sure to cover the RACES strategy for answering questions and writing about text: **R**estate the question, **A**nswer the question, **C**ite your evidence, **E**xplain your answer, and **S**um it up. |
| 1/14-1/25/18  (2 Weeks) | Milestone #2 Window: 1/14-1/25/19  Data Day: 2/22/19 (Homeschool), 2/5/19 (Academy)  I CAN!s Tested: 6.1, 6.2, 6.3, 6.4, 6.12, 6.13, 6.14, 6.15 | |
| 1/28-3/15/19  (7 Weeks) | 6.7a  6.10, 6.11  Ongoing Reading & Language Skills: 6.12-6.15 | Reading & Writing Focus: **Opinion**  Students read opinion articles, have discussions, and pre-write using graphic organizers to organize their thoughts or feelings on a topic backed with reasons and evidence. |
| 3/18/19 - 3/29/19  (2 Weeks) | Milestone #3 Window: 3/18-3/29/19  Data Day: 3/29/19 (Homeschool) 4/5/19 (Academy)  I CAN!s Tested: I CAN!s: 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.12, 6.13, 6.14, 6.15 | |
| 3/25-5/24/19  (8 Weeks) | Ongoing Reading & Language Skills: 6.12-6.15 | Reading & Writing Focus: **Drama, Performance,** **Creative Writing, & Writing for Fun**  Students use their reading, writing, and speaking skills in fun and creative ways and to help or entertain others: participating in a reader’s theater, presenting spoken word, performing a song or speech they wrote, or creating a class newspaper. |
| 5/28-6/13/19  (2 Weeks)  Essential Question: What have I learned? | End of the Year Assessments & Exhibitions/Demonstration of Discovery  I CAN! demonstrate mastery by applying new skills to complex, real-life problems.  Onramp to next grade level. | |

[Marzano’s Vocabulary Words](https://docs.google.com/spreadsheets/d/14PoUYP0juwCPl_1Nsb8obI45mMQ_0ne31qbYavhHDGU/edit#gid=1582164689)

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| **Science** | **Social Studies** | **Language Arts** | **Math** |
| abiotic | agriculture | author's purpose | absolute value |
| adaptation | ancient | autobiography | additive inverse |
| allele | Apartheid | biography | algebraic equation |
| asexual reproduction | Buddhism | cause and effect relationship | algebraic expression |
| biodiversity | cash crop | climax | complementary angles |
| biotic | Christianity | closing | coordinates |
| cell theory | chronology | comparison | elapsed time |
| conservation of energy | circa | compound sentence | equilateral |
| dependent variable | civilization | compound verb | formula |
| dominance | conflict | compound word | horizontal |
| ecosystem | culture | conjunction | image |
| experimental control | developing | contrast | improper fraction |
| gene | diplomacy | dialogue | integers |
| heterozygous | diversity | exclamation mark | linear measurement |
| homozygous | domesticate | exclamatory sentence | mixed numbers |
| hypothesis | ethnic group | imperative sentence | natural numbers |
| independent variable | famine | irregular verb | odds |
| law | geography | main idea or essential message | origin |
| mass | Hinduism | makes inferences | pi |
| meiosis | imperialism | organizational patterns | quadrilateral |
| mitosis | irrigation | point of view | quadrant |
| nucleus | Islam | *pre* | rate |
| punnett square | Judaism | present tense | rule |
| recessive | monotheism | *re* | scale drawing |
| scientific method | polytheism | reference materials | simplify (simplest form) |
| sexual reproduction | scarce | root word | supplementary angles |
| theory | socioeconomics | simple word analogies | vertical |
| tropism | sub-continent | tone | vertical angles |
| variable | subsistence | transition | x axis |
| virus | tolerance | *un* | y axis |
| volume |  |  |  |
| weight |  |  |  |

Suggested Assessments:

* DIBELS
* [Reading a-z Running Records](https://www.readinga-z.com/helpful-tools/about-running-records/)
* Writing Prompt
* i-Ready

Grade 6 I CAN!s and CAN I?s

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|  | **Standard** | **I CAN!s** | **Can I?s** |
| Themes: Teacher directed thematic units. These units can be scaffolded to reach the individual learning needs of each student in a class. | | | |
| **Reading Literature** | | | |
| 6.1 | Key Ideas & Details  RL 6.1  RL 6.2  RL 6.3  Integration of Knowledge & Ideas  RL 6.7  RL 6.8  RL 6.9  RL 6.10 | **I CAN! read and comprehend sixth grade literature, including stories, dramas, and poetry.** | a) *CAN I?* Cite **textual evidence** to support analysis of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* 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**.  d) *CAN I?* **Compare and contrast** the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.  e) *CAN I?* Compare andcontrasttexts in **different forms or genres (e.g., stories and poems;** historical novels and **fantasy** stories) in terms of their approaches to similar themes and topics. |
| 6.2 | Craft & Structure  RL 6.4  RL 6.5  RL 6.6 | **I CAN! use literature text features to read and understand grade level stories, dramas and poetry.** | a) *CAN I?* 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.  b) *CAN I?* 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.  c) *CAN I?* Explain how an author develops the **point of view** of the **narrator** or **speaker** in a text. |
| **Reading Informational Text** | | | |
| 6.3 | Key Ideas & Details  RI 6.1  RI 6.2  RI 6.3  Integration of Knowledge & Ideas  RI 6.7  RI 6.8  RI 6.9  RI 6.10 | **I CAN! read and comprehend sixth grade informational texts, including history, science, and technical texts.** | a) *CAN I?* Cite **textual evidence** to support **analysis** of what the text says explicitly as well as **inferences** drawn from the text.  b) *CAN I?* 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.  c) *CAN I?* Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or **anecdotes**).  d) *CAN I?* Integrate information presented in different media or formats (e.g., visually, **quantitatively**) as well as in words to better understand the topic or issue.  e) *CAN I?* **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.  f) *CAN I?* 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). |
| 6.4 | Craft & Structure  RI 6.4  RI 6.5  RI 6.6 | **I CAN! use text features to understand nonfiction text, including text books, online articles, and reference books.** | a) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including **figurative, connotative,** and **technical meanings**.  b) *CAN I?* 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.  c) *CAN I?* Determine an **author's point of view** or **purpose** in a text and explain how it is conveyed in the text. |
| **Literacy in History, Science, & Technical Subjects** | | | |
| 6.5 | History/SS & Writing  H/SS 6-8  W 6-8 | **I CAN! Read and comprehend my history/social studies texts independently and proficiently.** | a) *CAN I?* Cite specific **textual evidence** to support analysis of **primary** and **secondary** **sources**.  b) *CAN I?* Determine the **central ideas** of a primary or secondary source; provide an accurate **summary** of the source distinct from prior knowledge or opinions.  c) *CAN I?* Identify **key steps** in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  d) *CAN I?* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  e) *CAN I?* Describe how a text presents information (e.g., **sequentially**, **comparatively**, causally).  f) *CAN I?*Identify aspects of a text that reveal an **author's point of view** or **purpose** (e.g., loaded language, inclusion or avoidance of particular facts).  g) *CAN I?* Integrate **visual information** (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  h) *CAN I?* Distinguish among **fact**, **opinion**, and **reasoned judgment** in a text.  i) *CAN I?*Analyze the relationship between a primary and secondary source on the same topic. |
| 6.6 | Science/ Technology & Writing  S/T 6-8  W 6-8 | **I CAN! read and comprehend my science and technical texts independently and proficiently.** | a) *CAN I?* Cite specific **textual evidence** to support analysis of science and technical texts.  b) *CAN I?* Determine the **central ideas** or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.  c) *CAN I?*Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  d) *CAN I?* Determine the meaning of **symbols**, **key terms**, and other **domain-specific words** and **phrases** as they are used in a specific scientific or technical context.  e) *CAN I?* Analyze the **structure** an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  f) *CAN I?* Analyze the **author's purpose** in providing an explanation, describing a procedure, or discussing an experiment in a text.  g) *CAN I?* Integrate **quantitative** or **technical information** expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  h) *CAN I?*Distinguish among **facts**, **reasoned judgment** based on research findings, and speculation in a text.  i) *CAN I?* **Compare and contrast** the information gained from **experiments**, **simulations**, **video**, or **multimedia sources** with that gained from reading a text on the same topic. |
| **Writing** | | | |
| 6.7 | Text Types and Purposes  W 6.1  W 6.2  W 6.3  Content Area Literacy  W 6-8 | **I CAN! write for different tasks, purposes, and audiences.** | 1. *CAN I?* **Write arguments to support claims with clear reasons and relevant evidence.**  * Introduce your **claim** and organize the **reason**s and **evidence** clearly. * Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. * Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from the argument presented.   **b)** *CAN I?* **Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**   * Introduce a topic; organize ideas, concepts, and information, using strategies such as **definition, classification, comparison/contrast,** and **cause/effect**; include **formatting** (e.g., **headings**), **graphics** (e.g., charts, tables), and multimedia when useful to aiding comprehension. * Develop the topic with relevant **facts, definitions, concrete details, quotations,** or other information and examples. * Use appropriate transitions to clarify the relationships among ideas and concepts. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Establish and maintain a formal style. * Provide a concluding statement or section that follows from the information or explanation presented.   **c)** *CAN I?* **Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**   * Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. * Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. * Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. * Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. * Provide a conclusion that follows from the narrated experiences or events. |
| 6.8 | Production and Distribution of Writing  W 6.4  W 6.5  W 6.6 | **I CAN! use the writing process to develop my writing.**  (item not tested on milestones) | a) *CAN I?* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  b) *CAN I?* With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  c) *CAN I?* Use the internet and technology to produce and publish writing and to collaborate with others; type a minimum of three pages in a single sitting. |
| 6.9 | Research to Build and Present Ideas  W 6.7  W 6.8  W 6.9 | **I CAN! conduct short research projects using print and digital sources.**  (item not tested on Milestone) | a)*CAN I?* Conduct short research projects to answer a question, drawing on several **sources** and refocusing the inquiry when appropriate.  b) *CAN I?* Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding **plagiarism** and providing basic **bibliographic** **information** for sources.  c) *CAN I?* Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Speaking and Listening** | | | |
| 6.10 | Comprehen-  sion & Collabora-  tion  SL 6.1  SL 6.2  SL 6.3 | **I CAN! participate in small and large group conversations about topics and books we are reading.**  (item not tested on Milestones) | a) *CAN I?* Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b) *CAN I?*Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c) *CAN I?* Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d) *CAN I?*Explain their own ideas and understanding in light of the discussion.  e) *CAN I?* Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  f) *CAN I?* Identify a speaker's argument and claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| 6.11 | Presentation & Knowledge of Ideas  SL 6.4  SL 6.5  SL 6.6 | **I CAN! present ideas and experiences and use visual displays.**  (item not tested on milestones) | a) *CAN I?* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  b) *CAN I***?** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  c) *CAN I?* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Steps: Student driven mastery learning skills. | | | |
| **Language** | | | |
| 6.12 | Vocabulary Acquisition and Use  L 6.4 | **I CAN! determine the meaning of words and phrases by choosing from a range of strategies.** | a) *CAN I?* Use sentence-level **context** as a clue to the meaning of a word or phrase.  *b) CAN I?* Determine the meaning of a word with **Greek and Latin affixes** and **roots** as clues to the meaning of a word (e.g., telegraph, photograph, autograph).  c)) *CAN I?*Consult **reference materials** (e.g., **dictionaries**, **glossaries**, **thesauruses**), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key-words and phrases.  d) *CAN I?* Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| 6.13 | Vocabulary Acquisition and Use  L 6.5  L 6.6 | **I CAN! demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** | a) *CAN I?* Interpret figures of speech (e.g., personification) in context.  b) *CAN I?* Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c) *CAN I?* Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| 6.14 | Conventions of Standard English  L 6.1 | **I CAN! use proper grammar when I write and speak.** | a) *CAN I?* Ensure that pronouns are in the proper case (subjective, objective, possessive).  b) *CAN I?* Use **intensive** **pronouns** (e.g., myself, ourselves).  c) *CAN I?* Recognize and correct inappropriate shifts in pronoun number and person.  d) *CAN I?* Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  e) *CAN I?* Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| 6.15 | Conventions of Standard English  L 6.2 | **I CAN! Correctly use the rules for capitalization, punctuation, and spelling when writing.** | a) *CAN I?* Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b) *CAN I?* Use a comma to separate an introductory element from the rest of the sentence.  c) *CAN I?* Spell grade-appropriate words correctly, consulting references as needed. |