

# Sunflower County Consolidated School District 6th Grade ELA Pacing Guide



### 1<sup>st</sup> Nine Weeks

\*\*Include the following Speaking and Listening Standards in your weeks as they fit with most group discussions/class presentations\*\*

SL.6.1a,b,c, SL.6.2, SL.6.3, SL.6.4. SL.6.5, SL.6.6

\*\* The following writing standards accompany each style of writing. They should be incorporated with Ready Writing Lessons when applicable\*\*

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 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.

### 2<sup>nd</sup> Nine Weeks

\*\*Include the following Speaking and Listening Standards in your weeks as they fit with most group discussions/class presentations\*\*

SL.6.1a SL.6.2, SL.6.3, SL.6.4. SL.6.5, SL.6.6

\*\* The following writing standards accompany each style of writing. They should be incorporated with Ready Writing Lessons when applicable\*\*

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 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.

### 3<sup>rd</sup> Nine Weeks

\*Include the following Speaking and Listening Standards in your weeks as they fit with most group discussions/class presentations\*\*

SL.6.1a, SL.6.2, SL.6.3, SL.6.4. SL.6.5, SL.6.6

\*\* The following writing standards accompany each style of writing. They should be incorporated with Ready Writing Lessons when applicable\*\*

W.6.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

W.6.6 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.

# First Nine Weeks

## (August 7th - October 6th, 2017)

### Week 1 (August 7th - 11th)

Reading Street Text

The Universe

Ready Reading Lesson

Lesson 1: Determining Central Idea and Details

Ready Language

Lesson 11: Using Context Clues

Writing

Ready Reading Instruction Teacher Resource Book p. 9 - Argumentative Writing

Standards:

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details.

L.6.4a: Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

I Can Statements:

RI.6.2: I can determine the central idea of a text and provide textual evidence to support that central idea.

**Week 2 (August 14th - 18th)**

Reading Street Text	Egypt
Ready Reading Lesson	Lesson 2: Summarizing Informational Texts
Ready Language	Lesson 12: Greek and Latin Word Parts
Writing	Ready Reading Instruction Teacher Resource Book p. 18 - Informational Writing

**Standards:**

RI.6.2: Provide a summary of the text distinct from personal opinion or judgements.

L.6.4b: Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *audience, auditory, audible*).

W.6.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

**I Can Statements:**

RI.6.2: I can write an unbiased summary based on factual information.

**Week 3 (August 21st - 25th)**

Reading Street Text	Into the Ice: The Story of Arctic Exploration
Ready Reading Lesson	Lesson 3: Citing Evidence to Make Inferences
Ready Language	Lesson 13: Using a Dictionary or Glossary
Writing	Ready Reading Instruction Teacher Resource Book p. 27 - Narrative Writing

**Standards:**

RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.6.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d 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).

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

**I Can Statements:**

RI.6.1: I can make an inference. I can determine what the text says explicitly. I can cite from a text.

**Week 4 (August 28th - September 1st)**

Reading Street Text	The Emperor's Silent Army
Ready Reading Lesson	Lesson 4: Analyzing Key Ideas in a Text
Ready Language	Lesson 14: Using a Thesaurus
Writing	Ready Reading Instruction Teacher Resource Book p. 36 - Narrative Writing

**Standards:**

RI.6.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

L.6.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.4d 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).

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

**I Can Statements:**

RI.6.3: I can identify key individuals in an informational text. I can identify key events in an informational text.

**Week 5 (September 5th - September 8th)**

Reading Street Text	Old Yeller
Ready Reading Lesson	Lesson 5: Citing Evidence to Make Inferences
Ready Language	Lesson 7: Recognizing and Correcting Errors
Writing	Ready Reading Instruction Teacher Resource Book p. 48 - Argumentative Writing

**Standards:**

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.6.1e: Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

**I Can Statements:**

RL.6.1: I can make an inference. I can determine what the text says explicitly. I can cite from a text.

**Week 6 (September 11th - September 15th)**

Reading Street Text	Hatchet
Ready Reading Lesson	Lesson 6: Describing Plot
Ready Language	Lesson 8: Punctuating Parenthetical Elements
Writing	Ready Reading Instruction Teacher Resource Book p. 57 - Narrative Writing

**Standards:**

RL.6.3: 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.

L.6.2a: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive / parenthetical elements.

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

**I Can Statements:**

RL.6.3: I can describe how a series of episodes / story elements unfolds within a story.



**Week 7 (September 18th - September 22nd)**

Reading Street Text

Mother Fletcher's Gift

Ready Reading Lesson

Lesson 7: Analyzing Character Development

Ready Language

Lesson 9: Varying Sentence Patterns

Writing

Ready Reading Instruction Teacher Resource Book p. 66 - Comparing and Contrasting

Standards:

RL.6.3: Describe how a particular story's 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.

L.6.3a: Vary sentence patterns for meaning, reader / listener interest, and style.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

I Can Statements:

RL.6.3: I can explain how a character responds and changes over the course of the story. I can define character traits.

**Week 8 (September 25th - September 29th)**

Review Week

Standards:

Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

**Week 9 (October 2nd - October 6th)**

First Nine Weeks Testing

Standards:

Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

# **Second Nine Weeks**

## **(October 11th - December 20th, 2017)**

### **Week 1 (October 11th - October 13th)**

Reading Street Text	Morning Traffic
Ready Reading Lesson	Lesson 8: Determining Theme or Central Idea
Ready Language	Lesson 10: Consistency in Style and Tone
Writing	Ready Reading Instruction Teacher Resource Book p. 75 - Narrative Writing

**Standards:**

RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details.

L.6.3b: Maintain consistency in style and tone.

W.6.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and / or characters.

**I Can Statements:**

RL.6.2: I can determine the central idea of a text and provide textual evidence to support that central idea.

**Week 2 (October 16th - 20th)**

Reading Street Text	Viva New Jersey
Ready Reading Lesson	Lesson 9: Summarizing Literary Texts
Ready Language	
Writing	Ready Reading Instruction Teacher Resource Book p. 84 - Argumentative Writing

**Standards:**

RL.6.2: Provide a summary of the text distinct from personal opinions or judgements.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

**I Can Statements:**

RL.6.2: I can write an unbiased summary based on factual information.

**Week 3 (October 23rd - 27th)**

Reading Street Text	Harvesting Hope: The Story of Cesar Chavez
Ready Reading Lesson	Lesson 10: Determining Word Meanings: Figurative, Connotative & Technical
Ready Language	Lesson 15: Figures of Speech
Writing	Ready Reading Instruction Teacher Resource Book p. 96 - Informational Writing

**Standards:**

RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

L.6.5a: Interpret figures of speech (e.g. personification) in context

W.6.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

**I Can Statements:**

RI.6.4: I can analyze the impact of a specific word choice on meaning. I can analyze the impact of a specific word choice on tone.

**Week 4 (October 30th - November 3rd)**

Reading Street Text	Where Opportunity Awaits
Ready Reading Lesson	Lesson 11: Analyzing Text Structures
Ready Language	Lesson 16: Relationships Between Words
Writing	Ready Reading Instruction Teacher Resource Book p. 105 - Writing a Narrative Letter

**Standards:**

RI.6.5: 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.

L.6.5b: Use the relationship between particular words (e.g., cause / effect, part / whole, item / category) to better understand each of the words.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.9b: Apply grade 6 Reading standards to literary nonfiction (e.g. "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").

**I Can Statements:**

RI.6.5: I can determine the text structure of an informational text. I can analyze how a particular sentence, paragraph, chapter, or section of a text fits into the overall structure of an informational text. I can analyze how a particular paragraph, chapter, or section of a text contributes to the overall development of the ideas within an informational text.

**Week 5 (November 6th - 10th)**

Reading Street Text

The Chimpanzees I Love: Saving Their World and Ours

Ready Reading Lesson

Lesson 12: Determining Point of View

Ready Language

Lesson 17: Denotation and Connotation

Writing

Ready Reading Instruction Teacher Resource Book p. 114 - Informational Writing

**Standards:**

RI.6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

L.6.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

W.6.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

**I Can Statements:**

RI.6.6: I can determine the author's point of view in an informational text. I can articulate the author's purpose in an informational text. I can explain how the author's point of view in a text is conveyed in an informational text.

**Week 6 (November 13th - 17th)**

Reading Street Text	The View from Saturday
Ready Reading Lesson	Lesson 13: Determining Word Meanings: Figurative and Connotative
Ready Language	Lesson 1: Subject and Object Pronouns
Writing	Ready Reading Instruction Teacher Resource Book p. 126 - Narrative Writing

**Standards:**

RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive).

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

**I Can Statements:**

RL.6.4: I can analyze the impact of a specific word choice on meaning. I can analyze the impact of a specific word choice on tone.



**Week 7 (November 27th - December 1st)**

Reading Street Text	The River That Went to the Sky: A Story from Malawi
Ready Reading Lesson	Lesson 14: Analyzing Word Choice
Ready Language	Lesson 2: More About Subject and Object Pronouns
Writing	Ready Reading Instruction Teacher Resource Book p. 135 - Narrative Writing

**Standards:**

RL.6.4: Analyze the impact of a specific word choice on meaning and tone.

L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive).

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**I Can Statements:**

RI.6.4: I can analyze the impact of a specific word choice on meaning. I can analyze the impact of a specific word choice on tone.

**Week 8 (December 4th - 8th)**

Review Week

Standards:

Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

**Week 9 (December 11th - 15th)**

Second Nine Weeks Testing

Standards:

Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

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## Third Nine Weeks (January 8th - March 9th, 2018)

### Week 1 (January 8th - 12th)

Reading Street Text	Poetry (6.2 Student Edition p. 476-479)
Ready Reading Lesson	Lesson 15: Analyzing the Structure of a Poem
Ready Language	Lesson 3: Possessive Pronouns
Writing	Ready Reading Instruction Teacher Resource Book p. 144 - Narrative Writing

**Standards:**

RL.6.5: 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.

L.6.1a: Ensure that pronouns are in the proper case (subjective, objective, and possessive).

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

**I Can Statements:**

RL.6.5: I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.

**Week 2 (January 16th - 19th)**

Reading Street Text	Good-bye to the Moon
Ready Reading Lesson	Lesson 16: Analyzing the Structure of Stories
Ready Language	Lesson 4: Reflexive and Intensive Pronouns
Writing	Ready Reading Instruction Teacher Resource Book p. 153 - Argumentative Writing

**Standards:**

RL.6.5: 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.

L.6.1b: Use intensive pronouns (e.g., myself, ourselves).

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

**I Can Statements:**

RL.6.5: I can analyze how a particular sentence, chapter, scene, or stanza contributes to the overall structure of a text.

**Week 3 (January 22nd - 26th)**

Reading Street Text

Hachiko: The True Story of a Loyal Dog

Ready Reading Lesson

Lesson 17: Explaining Point of View

Ready Language

Lesson 4: Reflexive and Intensive Pronouns

Writing

Ready Reading Instruction Teacher Resource Book p. 162 - Narrative Writing

Standards:

RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.

W.6.3: Write narratives that develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

W.6.3e Provide a conclusion that follows from the narrated experiences or events.

I Can Statements:

RL.6.6: I can identify the point of view from the text. I can infer the author's purpose in the text. I can give specific details from the text that trace the development of the narrator's or speaker's point of view. I can support the author's purpose with specific details.

**Week 4 (January 29th - February 2nd)**

Reading Street Text	Saving the Rainforests
Ready Reading Lesson	Lesson 18: Evaluating an Argument
Ready Language	Lesson 5: Shifts in Pronoun Number and Person
Writing	Ready Reading Instruction Teacher Resource Book p. 174 - Argumentative Writing

**Standards:**

RI.6.8: 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.

L.6.1c: Recognize and correct inappropriate shifts in pronoun number and person.

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

**I Can Statements:**

RI.6.8: I can define argument. I can define claim. I can identify an argument in a text.

**Week 5 (February 5th - 9th)**

Reading Street Text

Ready Reading Lesson

Lesson 19: Comparing and Contrasting Texts

Ready Language

Lesson 6: Correcting Vague Pronouns

Writing

Ready Reading Instruction Teacher Resource Book p. 185 - Argumentative Writing

Standards:

RI.6.9: 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.)

L.6.1d: Recognize and correct vague pronoun (i.e., ones with unclear or ambiguous antecedents).

W.6.1: Write arguments to support claims with clear reasons and relevant evidence.

W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1d Establish and maintain a formal style.

W.6.1e Provide a concluding statement or section that follows from the argument presented.

I Can Statements:

RI.6.9: I can compare and contrast one author's presentation of events with that of another.

**Week 6 (February 12th - 16th)**

Reading Street Text

The All-American Slurp

Ready Reading Lesson

Lesson 20: Comparing and Contrasting Genres

Ready Language

Writing

Ready Reading Instruction Teacher Resource Book p. 203 - Informational Writing

**Standards:**

RL.6.9: Compare and contrast texts in different genres (e.g., stories and poems, historical novels and fantasy) in terms of their approaches to similar themes and topics.

W.6.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

**I Can Statements:**

RL.6.9: I can identify the characteristics of different genres. I can compare and contrast texts with similar themes in different genres.



**Week 7 (February 20th - 23rd)**

Reading Street Text

Stones, Bones, and Petroglyphs; Ancient Greece

Ready Reading Lesson

Media Feature 1: Integrating Information / Media Feature 2: Comparing and Contrasting Reading to Viewing

Writing

Ready Reading Instruction Teacher Resource Book p. 191 - Informational Writing

Standards:

RI.6.7: 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.

RL.6.7: Compare and contrast the experience of reading a story 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.

W.6.2: Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.2a 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.

W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.

W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.6.2e Establish and maintain a formal style.

W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.

I Can Statements:

RI.6.7: I can define integrate. I can explain a topic or issue using pictures, charts, graphs, etc. I can integrate information taken from various media, formats, or texts. I can demonstrate coherent understanding of the topic or issue using information from various media / formats.

RL.6.7: I can define compare and contrast. I can determine the similarities between the experiences of reading a story, drama, or poem to listening to or viewing the audio, video, or live version of the same text. I can determine the differences between the experiences of reading a story, drama, or poem to listening or viewing the audio, video, or live version of the same text. I can contrast what is “seen” and “heard” when reading a text to what is perceived when a text is listened to or watched.

**Week 8 (February 26th - March 1st)**

Review Week

Standards:  
Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

**Week 9 (March 5th - 9th)**

Third Nine Weeks Testing

Standards:  
Select standards that should be remediated based on most recent data and nine weeks testing schedule.

I Can Statements:

# Fourth Nine Weeks

(March 20th - May 25th, 2018)

## Week 1 (March 20th - 23rd)

Reading Street Text

When Marian Sang

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Standards:  
Review Based on Data

I Can Statements:

**Week 2 (March 26th - 29th)**

Reading Street Text

Learning to Swim

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Standards:  
Review Based on Data

I Can Statements:

**Week 3 (April 3rd - 6th)**

Reading Street Text

Black Frontiers

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 4 (April 9th - 13th)**

Reading Street Text

Juan Verdades

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 5 (April 16th - 20th)**

Reading Street Text

Deep Sea Danger

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 6 (April 23rd - 27th)**

Reading Street Text

Inventing the Future: A Photobiography of Thomas Alva Edison

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:



**Week 7 (April 30th - May 4th)**

Reading Street Text

Gold

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 8 (May 7th - 11th)**

Reading Street Text

The Aztec News

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 9 (May 14th - 18th)**

Reading Street Text

Don Quixote and the Windmills

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements:

**Week 10 (May 21st - 25th)**

Reading Street Text

Greensburg Goes Green

Ready Reading Lesson

Review Based on Data

Ready Language

Writing

Standards:  
Review Based on Data

I Can Statements: