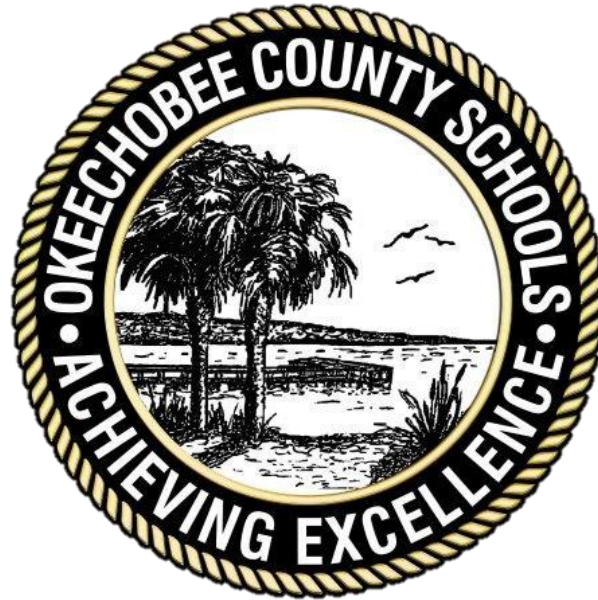


Grade 6 ELA Curriculum Map



2018 - 2019

Grade 6 ELA Curriculum Map

Quarter 1: “Dealing with Disaster” (Collection 3)

Quarter 1 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: A Long Walk to Water</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 1</i>		
August, Part 1	Edmentum Benchmark 1 (wait for window)	<ul style="list-style-type: none"> - How do writers use structure to guide ideas? How do past experiences shape what people do in the future? - Words matter. How does word choice affect meaning? - Do we need a system for survival? - How does the organization of a text affect the meaning? - What are the social impacts of natural disasters? - What role does fear play in our lives?
August, Part 2	Lesson: Mammoth Shakes and Monster Waves <ul style="list-style-type: none"> • Moby Duck (Close Reader) • Lesson Performance Task 	
September, Part 1	Fall District Interim Writing Assessment Lesson: After the Hurricane (poem) Lesson: The Watcher (poem)	
September, Part 2	Lesson: The Banana Tree <ul style="list-style-type: none"> • There Will Come Soft Rains (Close Reader) Lesson: from A Night to Remember <ul style="list-style-type: none"> • Begin writing unit 	
October (until end of quarter)	<ul style="list-style-type: none"> • On the Titanic: Defined by What They Wore • Time Magazine article Lesson: Complete writing unit	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - <i>A Long Walk to Water</i> by Linda Sue Park	
Use as an anchor text, modeling skills and standards <ul style="list-style-type: none"> - Novel study guidelines: <ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) 	Standards Correspondence to: RL.1.1, R.L.2.4, RL.2.5

<ul style="list-style-type: none"> - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	
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Required Assessments: Edmentum Benchmarks Mid-Quarter (before Progress Reports) - RI.1.1, RI.2.4, RI.2.5 End of Quarter - RL.1.1, RL.2.4, RL.2.5			Required District Writing Prompt: Informative Essay <i>From Achieve the Core</i> District Prompt: 6th Grade District Writing, Interim One Assessment <i>Do not give this assessment until instructed to do so.</i>	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Informative Writing
Mammoth Shakes and Monster Waves (14 pages) - informational text	<p>RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.1.1 - <i>Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: Greek Affixes</p> <p>Language: Shifts in Pronoun Person</p>	circumstance constraint impact injure significant	<p>Complete Performance Task, p. 154</p> <p>Topic: Discuss Tsunamis and their effects (Short Response/Discussion)</p>
Moby Duck (Close Reading workbook pgs. 37-42) - Analyzing Structure <ul style="list-style-type: none"> • Lesson 11: Analyzing Text Structures (p. 103) 				
After the Hurricane (8 pages) poem	<p>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 specific word choice on meaning and tone.</p> <p>RL.2.5 - Analyze how a particular</p>	<p>Vocabulary: n/a</p> <p>Language: n/a</p>	circumstance constraint impact injure significant	<p>Suggested: Have students answer (at least) #2 on page 165. (Informational response focused on citing).</p>

	<p>sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><i>RL.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>			
<p>Watcher, After Katrina, 2005 (2 pages) poem</p>	<p>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 specific word choice on meaning and tone.</p> <p>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.</p> <p>RL.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Vocabulary: n/a</p> <p>Language: n/a</p>	<p>circumstance constraint impact injure significant</p>	<p>Performance Task (Optional) Writing Activity: Poem, p. 170</p>
<p>The Banana Tree (10 pages) - short story</p>	<p>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 specific word choice on meaning and tone.</p> <p><i>RL.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: context clues</p> <p>Language: capitalization</p>	<p>circumstance constraint impact injure significant</p>	<p>(Optional) Independent Research: research a phobia and explain main ideas of the phobia in your own words citing text evidence</p> <p>(Optional) Performance Task, p.182 Writing Activity: Description (Not text-based)</p>

There Will Come Soft Rains (Close Reading workbook pgs. 43-52) - Figurative Language • Lesson 13: Determining Word meaning - Figurative and Connotative (p. 129) *Supports informative writing				
from A Night to Remember (8 pages) history writing	<p>RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.1.1 - <i>Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: Specialized Vocabulary</p> <p>Language: Consistency in Style and Tone</p>	circumstance constraint impact injure significant	<div style="background-color: #d9ead3; padding: 10px;"> <h3 style="text-align: center;">Informative Writing Workshop</h3> <p>Choose between the following options to teach a writing workshop on informational writing (required):</p> <p>Option 1: Performance Assessment Booklet, Unit Two This option does not use texts from the collection. If choosing option 1, ignore the writing focus in the map from this point. Refer to what is in the Performance Assessment booklet. Note about writing using this option:</p> <ul style="list-style-type: none"> The student writing models provided in the booklet do not contain proper citation, and should not be used as a good model of writing for students. For examples of informative writing at varying score points for 6th grade, please click the following link: FSA Writing 6th Gr. Informative Samples <p>Option 2: This workshop is based off of page 247, and is a modified version of the Collection Performance Task. Students will learn the process of writing an informative essay based on the following texts:</p> <ol style="list-style-type: none"> "From A Night to Remember," p. 185 Close Reader: "On The Titanic, Defined by What They Wore," p.53 Time Magazine "Why Titanic Sank..." Click Link: Article: "Why The Titanic Sank" <p>Step #1: As students read the following texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay).</p> <p><u>Focus/Prompt:</u> "What factors lead to the sinking of the titanic? How has this disaster shaped history?" (Teachers may alter or focus this question as a collaborative team).</p> </div>
On the Titanic, Defined by What They Wore	(Close Reading workbook pgs. 43-52) - Figurative Language • Lesson 13: Determining Word meaning - Figurative and Connotative (p. 129)			<div style="background-color: #d9ead3; padding: 10px;"> <p>Step #1 - Continued... <u>Have students continue to gather text evidence</u> focus/prompt question (to later be used in an essay).</p> </div>

<p>Time Magazine: "Why Titanic Sank..." Click Link: Article: "Why The Titanic Sank"</p>	<p>Focus: <i>Informative Writing Workshop</i></p> <p>Now that students have <u>read</u> all three texts and have <i>gathered evidence</i>, have students choose the evidence that best supports the prompt:</p> <p><u>Focus/Prompt:</u> "What factors lead to the sinking of the titanic? How has this disaster shaped history?" <i>(Teachers may alter or focus this question as a collaborative team).</i></p> <p>The Writing Process: Process/Resources (please click link in next column for detailed resources):</p>	<p>Step #2 - Informative Writing Workshop</p> <p>Now that students have <u>read</u> all three texts and have <i>gathered evidence</i>, have students choose the evidence that best supports the prompt.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p>Click Here: Informative Writing Workshop Resource</p> <p>Other Resources:</p> <p>FSA Writing Rubric (Informative)</p> <p>FSA Writing 6th Gr. Informative Samples</p>
<p>Optional Texts: VIDEO - from Titanic at 100: Mystery Solved (pgs. 197-198)</p>		

Grade 6 ELA Curriculum Map

Quarter 2: “Facing Your Fears” (Collection 1)

Quarter 2 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: Hatchet</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 2</i>		
October	Lesson: The Ravine <ul style="list-style-type: none"> The Jumping Tree (Close-Reader) Lesson Performance Task 	What does this text suggest to us about life? How can we learn about ourselves and others by understanding complex characters and how they respond to fears? What message is the author trying to express to the reader throughout the text? What ideas must be included in a complete summary of the text? What is courage? What ideas should NOT be included in a summary of the text? To what extent does embracing fear define who we are? How do text features impact an author's message?
November, Part 1	Lesson: Fine Lesson: Life Doesn't Frighten Me	
November, Part 2	Lesson: Fears and Phobias	
December	Lesson: Informative Writing Workshop Lesson: In The Spotlight <ul style="list-style-type: none"> Lesson Performance Task Choice of Close-Reader Text 	
Special notes and considerations:	End of collection performance tasks have been modified from those in the textbook. Please see your reading coach for further clarification.	

Novel - <i>Hatchet</i> by Gary Paulsen	
Use as an anchor text, modeling skills and standards <ul style="list-style-type: none"> Novel study guidelines: <ul style="list-style-type: none"> Small group/stations Students read independently (outside of modeled Read Aloud) 	Standards Correspondence to: RL.1.2, RL.1.3, RL.2.6 https://achievethecore.org/page/2444/hatchet

<ul style="list-style-type: none"> - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	
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Required Assessments: Edmentum Benchmarks Mid-Quarter (before Progress Reports) - RL.1.2, RL.1.3, RL2.6 End of Quarter - RI.1.2, RI.1.3, RI.2.6			Required Performance Task: Informative Essay Collection 1, Performance Task B (or) Performance Assessment Booklet, Unit __.	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus Informative Writing (Continued...)
The Ravine (10 pages) - short story	<p>RL.1.2 - 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.</p> <p>RL.1.3 - 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.</p> <p>RL.1.1 - <i>Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: Context Clues</p> <p>Language: Recognize Variations from Standard English</p>	evident factor indicate similar specific	<p>Performance Task, p. 14 Writing Activity: Essay Students will write a 2-3 paragraph essay comparing & contrasting the character traits of Vinny and Jo-Boy.</p>
The Jumping Tree (Close Reading workbook pgs. 3-8) - Analyzing Character <ul style="list-style-type: none"> • Lesson 7: Analyzing Character Development (p. 61) 				
Fine? (16 pages) short story	<p>RL.1.3 - 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.</p> <p>RL.2.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>Vocabulary: Greek Roots</p> <p>Language: Commas and Dashes</p>	evident factor indicate similar specific	<p>(Optional) Performance Task, p. 34 Writing Activity: Narrative (This does satisfy writing standard W.1.3)</p>

	<i>RL.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>			
Life Doesn't Frighten Me (2 pages) poem	<p>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 specific word choice on meaning and tone.</p> <p>RL.2.6 - Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><i>RL.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: n/a</p> <p>Language: n/a</p>	evident factor indicate similar specific	<p>(Optional) Performance Task, p. 40 Speaking Activity: Oral Activity. (Can satisfy listening & speaking standards 6.SL.2.4 & 6.SL.2.6)</p>
“Fear and Phobias” (6 pages) - online article	<p>RI.1.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><i>RI.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: prefixes that mean not (a, anti, dis, il, im,un)</p> <p>Language: Subjective and Objective Pronouns</p>	evident factor indicate similar specific	<p>(Optional) Independent Research: research a phobia and explain main ideas of the phobia in your own words citing text evidence. (Covers W.3.7)</p> <p>(Optional) Performance Task, p. 48 Writing Activity: Summary (RI.1.2)</p>
In the Spotlight - from Stuff that Scares your Pants Off! (4 pages) informational text	<p>RI.1.2 - 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.</p> <p>RI.1.3 - Analyze in detail how a key individual, event, or idea is</p>	<p>Vocabulary: Suffixes that form nouns</p> <p>Language: Possessive Pronouns</p>	evident factor indicate similar specific	<p>Performance Task, p. 56 Writing Activity: Letter (informative; requires text evidence)</p>

	introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).			
Close-Reader Texts (choose one)	Face Your Fears: Choking Under Pressure Is Every Athlete’s Worst Nightmare (Close Reading workbook pgs. 9-12) - Citing Evidence <ul style="list-style-type: none">● Lesson 3: Citing Evidence to Make Inferences (p. 19) OR Face Your Fears: Scare the Phobias Out of Your Brain (Close Reading workbook pgs. 13-16) - Determining Central Idea <ul style="list-style-type: none">● Lesson 1: Determining Central Idea and Details (pg. 3)			Informative Writing Workshop #2 Collection One, Performance Task B (Task is modified from the textbook) Prompt: In “Fears and Phobias” and other lessons in this collection, you learned about the important role that fear plays in our lives. Choose a fear, and write an informational essay about it using the texts provided in this collection.
Optional Texts: Wired for Fear (media analysis) - Online Science Exhibit by The California Science Center				

Grade 6 ELA Curriculum Map Quarter 3

Quarter 3 Pacing Guide		Big Ideas - Guiding Questions
Ongoing: Hatchet As ready: Edmentum Standard Assessment Benchmarks When instructed: Edmentum Benchmark 3		
Quarter 3A		*See below
January	Lesson: Wild Animals Aren't Pets Lesson: Let People Own Exotic Animals Lesson: Writing Workshop (Argumentative)	
Quarter 3B		
February, Part 1	Lesson: from Black Ships Before Troy <ul style="list-style-type: none">Medusa & Medusa's Head (Close-Reader) Lesson: The Apple of Discord	
February, Part 2	Lesson: Yeh-Shen Lesson: The Prince and the Pauper <ul style="list-style-type: none">Comparing Versions of The Prince and the Pauper	
March (until end of quarter)	Lesson: The Role of Myths in Ancient Greece	

Quarter 3A: Evaluating Arguments "Making Your Voice Heard" (Collection 4)

Big Ideas - Guiding Questions

What are some common ways an author will support their argument/opinion?
 What is confirmation bias and how might it affect our understanding of a text? (fake news)
 What makes evidence relevant?
 Why might a reader prefer one author's presentation of events/ideas over that of another?

How does a writer organize and present an argument in a text?
 How can you trace the development of a writer's argument?
 How can a reader effectively evaluate a writer's argument?
 Why is it important to compare and contrast two or more arguments on the same issue?

Required Assessments: Edmentum Benchmarks Mid-Quarter (before progress reports) - RI.3.8, RI.3.9			Required District Writing Prompt: Argumentative Essay <i>From Achieve the Core</i> District Prompt: 6th Grade Interim Writing Assessment, #2 <i>Do not give this assessment until instructed to do so.</i>	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Argumentative Writing *You will choose an option for teaching argumentative writing. You can teach using Option 1: Performance Assessment Booklet, or Option 2: Modified Collection Performance Task
Wild Animals Aren't Pets (3 pages) - editorial	<p>RI.3.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from those that are not.</p> <p>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).</p> <p>RI.1.1 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Vocabulary: n/a</p> <p>Language: n/a</p>	<p>appropriate authority consequence justify legal</p>	<p>Argumentative Writing Workshop Choose between the following options to teach a writing workshop on argumentative writing (required):</p> <p>Option 1: Performance Assessment Booklet, Unit One This option does not use texts from the collection. If choosing option 1, ignore the writing focus in the map from this point. Refer to what is in the Performance Assessment booklet. Note about writing using this option:</p> <ul style="list-style-type: none"> The student writing models provided in the booklet do not contain proper citation, and should not be used as a good model of writing for students. For examples of argumentative writing at varying score points for 6th grade, please click the link: FSA Argumentative Writing Samplers <p>Option 2: This workshop is based off of page 247, and is a modified version of the Collection Performance Task. Students will learn the process of writing an argumentative essay based on the following texts:</p> <p>Step #1: As students read the following texts, have them <u>gather text evidence</u> surrounding the following question (to later be used in an essay).</p> <ol style="list-style-type: none"> Wild Animals Aren't Pets," p. 223 "Let People Own Exotic Animals," p. 223

				<p><u>Focus/Prompt:</u> “Should people own exotic pets?” <i>(Teachers may alter or focus this question as a collaborative team).</i></p>
<p>Let People Own Exotic Animals (2 pages) poem</p>	<p>RI.3.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from those that are not.</p> <p>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).</p> <p>RI.1.1 - <i>Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p>Vocabulary: n/a</p> <p>Language: n/a</p>	<p>appropriate authority consequence justify legal</p>	<p>Step #2 - Argumentative Writing Workshop</p> <p>After students have <u>read</u> and annotated both texts and <i>gathered evidence</i>, have students choose the evidence that best supports the prompt.</p> <p>Please click the link below to access detailed resources for this writing workshop:</p> <p>Click below: Argumentative Writing Workshop Guide/Resources</p> <p>FSA ELA Argumentative Writing Samplers: Argumentative Writing Samplers</p> <p>(This essay may extend into Q3B)</p>

Grade 6 ELA Curriculum Map
Quarter 3B (continuing into Quarter 4): “What Tales Tell” (Collection 6)

Big Ideas - Guiding Questions	
<p>How do traditional stories reveal the values of a culture? How is a myth used to answer questions about human nature and origins? How can a reader determine theme? What purpose do folktales serve? What is the importance of a universal theme? How do authors use the setting, characters actions, feelings, and events build and support the themes of the play?</p>	<p>What are the elements of a parody? How can an author use parody writing? How do writers use foreshadowing to develop the plot? Why might authors write different versions of the same story?</p>

Novel - (*Optional) The Lightning Thief by Rick Riordan	
<p>Use as an anchor text, modeling skills and standards - Novel study guidelines:</p>	<p>Standards Correspondence to: RI.3.7 (when reviewing informational pieces on Greek Mythology)</p>

<ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	RL.3.7, RL.3.9
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Required Assessments: Edmentum Benchmarks End of Quarter - RI.3.7, RL.3.7, RL.3.9			Required Performance Task: Finish argumentative writing from Quarter 3A	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Argumentative (from 3A) Argumentative/Informative Practice
<i>from</i> Black Ships Before Troy: The Story of the Iliad (14 pages) Greek myth	Review of: RL.1.1, RL.1.2, RL.1.3, and RL.2.4	Vocabulary: Cause to Effect Analogies Language: Spell Words Correctly	emphasize occur period relevant tradition	<ul style="list-style-type: none"> • Finish Argumentative Essay from Quarter 3A. • FSA Writing Practice • Use additional Performance Assessment Booklet Units 3-4 to practice both styles of writing throughout the remainder of the quarter. • Use texts from FYI by clicking → FYI Site Link (also icon in HRW) to practice writing. This site is aligned to Collections and contains multiple text sets, prompts, and polls.
Medusa's Head (Close Reading workbook pgs. 101-112) - Determining Theme				
Medusa (Close Reading workbook pgs. 113-114) - Determining Theme				
The Apple of Discord (2 pages) poem	RL.3.9 - Compare and contrast texts 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. Review of: RL.1.1, 2.4	Vocabulary: n/a Language: n/a	emphasize occur period relevant tradition	
Yeh-Shen	RL.3.9 - Compare and contrast texts in different forms or genres (e.g.,	Vocabulary: Using a Glossary	emphasize occur	

(6 pages) Chinese folktale	stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Review of: RL.1.1, 1.3, 2.5	Language: Spell Words Correctly	period relevant tradition	
The Prince and the Pauper (16 pages) novel excerpt	RL.3.7 - 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. RL.3.9 - Compare and contrast texts 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. Review of: RL.1.1, 1.2, 1.3, 2.5	Vocabulary: n/a Language: n/a	emphasize occur period relevant tradition	
Comparing versions of “The Prince and the Pauper” (Close Reading workbook pgs. 115-128) - Comparing Versions of a Text <ul style="list-style-type: none"> • novel (pgs. 115-120) • dramatization (pgs. 121-124) • graphic story (pgs. 125-128) 				
The Role of Myths in Ancient Greece (6 pages) essay	RI.3.7 - Integrate information presented in different media formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Review of: RI.1.1, 1.2, 2.5, 2.6	Vocabulary: n/a Language: n/a	emphasize occur period relevant tradition	
Optional Texts: Medusa/ Medusa’s Head (Close Reader)				

Grade 6 ELA Curriculum Map


Quarter 4: Standards Review/Tropicana Speech/State Testing, “Decision That Matter” (Collection 5)

Quarter 4 Pacing Guide		Big Ideas - Guiding Questions
<i>Ongoing: Optional (The Lightning Thief)</i> <i>As ready: Edmentum Standard Assessment Benchmarks</i> <i>When instructed: Edmentum Benchmark 4</i>		
March	*Complete unfinished lessons from Quarter 3B Lesson: The Road Not Taken Lesson: Paul Revere's Ride	Review
April	Lesson: Writing Review *Review for FSA Testing *FSA Writing Assessment *Tropicana Speeches (could be May)	
May	*FSA Testing *Novel study	

Novel - (*Optional) <i>The Lightning Thief</i> by Rick Riordan	
Use as an anchor text, modeling skills and standards - Novel study guidelines:	Standards Correspondence to: RL. 3.7 RL.3.9

<ul style="list-style-type: none"> - Small group/stations - Students read independently (outside of modeled Read Aloud) - Activities should include short responses, discussion, and other standards-based activities - Check-in with teacher-led group discussions 	RL. 2.4 RL 2.5 RL.1.3
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Required Assessments: FSA Writing, FSA ELA, Tropicana			Required Performance Task: None, *Review writing	
Text	Standard/Objective	Vocabulary/ Language Focus	Academic Vocabulary	Writing Focus: Review of Argumentative & Informative Writing; Understanding how FSA Writing is Scored/View & Analyze Models
The Road Not Taken , p. 281 (Poem)	Review of standards: 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 specific word choice on meaning and tone. RL.2.5 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Symbol Meter Speaker Rhyme Scheme	<ul style="list-style-type: none"> ● FSA Writing Practice ● Use additional Performance Assessment Booklet Units 3-4 to practice both styles of writing ● Use texts from FYI by clicking → FYI Site Link (also icon in HRW) to practice writing. This site is aligned to Collections and contains multiple text sets, prompts, and polls. ● Intensive review on how FSA Writing is scored. Have students review writing samplers. Students should analyze the samplers, reasoning behind the given scores, and should be familiar with all aspects of the rubric. Informative/Argumentative Writing Resources: Click Here: Informative Writing Workshop Resource Argumentative Writing Workshop Guide/Resources FSA ELA Argumentative Writing Samplers & Rubrics: Informative Writing Samplers & FSA Rubric Argumentative Writing Samplers & FSA Rubric
Paul Revere's Ride , p. 285 (Poem)	Review of standards: (Narrative poem structure) RL.2.5 - Cite text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Mood) 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 specific word choice on meaning and tone. RL.1.3 - Describe how a particular story's	Middlesex Man-of-war Moorings Spar Grenadiers Stealthy Tread Sombre Sentinel Impetuous Saddle girth Spectral	Narrative Poetry Mood Plot Structure	

	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.			
Paul Revere’s Ride , p. 292 (Audio)	RL.3.7 - 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.	Tone Imagery Mood Rhythm	Tone Imagery Mood Rhythm	
Tropicana Speeches 	SL.2.4 - 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.	Tropicana Speech Writing: Students will write their Tropicana Speeches with a logical flow of ideas and a clear focus. Students will revise their speeches and practice speaking techniques.		
FSA Review Texts: Choose appropriate texts to review for FSA.	Review of Standards: Use data to determine which standards need to be reviewed. Differentiate the reviews you teach by student need. <i>*You can use Collections, grade-level texts, and/or resources in your school library. See Reading Coach.</i>	Additional (Optional) Texts (that can cover many standards): <ul style="list-style-type: none">• "Thank You, Ma'am" full text• "Eleven," Sandra Cisneros (exemplar)		
Optional Texts: Novels for literature circle (appropriate complexity; see reading coach for assistance)				