

2017-2018

CPSD ELA

PACING GUIDE



Sixth Grade

Canton Public School District
2017-2018 Pacing Guides

Frequently Asked Questions and Guidance

Frequently Asked Questions

1. Where are the district's pacing guides located? What is their purpose?

Pacing guides for the 2017-2018 school year can be found on Canton Public School District's website under Teacher Resources. Pacing guides have been developed for grades K-12 in English Language Arts, Mathematics, Science, and Social Studies.

The district's pacing guides:

- ensure that instruction addresses all of the Mississippi College and Career Readiness Standards for English Language Arts and Mathematics and the Curriculum Frameworks for Social Studies and Science;
- provide consistency district-wide for the pace, rigor, and equity of standards; and,
- address student mobility and the need for uniformity of instruction.

2. How were the pacing guides developed and by whom? What if I would like to suggest a change to the pacing guides?

The pacing guides were developed by teams of teachers with feedback from the district's content staff and administrators. District staff and teachers considered state standards and objectives, state assessment blueprints, and the district's calendar when developing the pacing guides.

Curriculum staff will consider changes to the pacing guides twice yearly (at the end of the first semester and at the end of the second semester of each school year). Administrators should compile their teachers' suggestions and submit them to the district's content staff during the week prior to Thanksgiving Break during the first semester and the week prior to the end of the school year during the second semester. **Revisions will only be considered during these windows.** If warranted, changes will be made to the pacing guides prior to the next semester.

3. How are these pacing guides different from other pacing guides that we have used in the district?

These pacing guides are different because the standards are paced by term rather than by day or week. This gives teachers more flexibility in deciding how and when to teach standards. This format also emphasizes the best practice of recognizing that many standards are ongoing and should be taught throughout the year.

4. What is the best way to interpret the pacing guides?

The pacing guides were developed to be easily understood. Quick explanations for English Language Arts and Mathematics are found below:

English Language Arts

Many of the standards in the College and Career Readiness Standards for English Language Arts are ongoing; in fact, most of them are. With that fact considered, the pacing guides for ELA indicate at what point during the year standards should be introduced (**I**), practiced (**P**), assessed (**A**), and mastered (**M**). Some standards may be assessed during the year to determine students' progress even though they may not be expected to master the standard until later. This reinforces the concept that we should frequently conduct formative assessments to inform instruction and determine which students are in need of intervention. Teachers should use the **Scaffolding Document** to assist in planning lessons and interventions.

Mathematics

The mathematics pacing guides are composed of the standards set forth by the state of Mississippi's College and Career Readiness Standards. Several of these standards are presented during a nine-week period for mastery. The district will assess these standards for mastery at the end of the nine-week period. District assessments will be comprehensive; therefore, these standards will also be assessed within future district assessments. The Pacing Guides give teachers a list of standards to be covered within a nine-week period. The guides do not dictate the order or cluster of how the standards will be taught. Teachers should also use the **Scaffolding Document** to assist in planning lessons. Please note that there are several new standards added to the MS CCRS for Mathematics this year. These

standards may not be found in your textbooks; therefore, these standards will be integrated within the curriculum with other standards that can be clustered together.

5. Will the district's assessments be aligned to the standards in the pacing guides?

Our district assessments are designed to provide a snapshot of the learning process throughout the school year. The district's assessments are aligned with the timing and content of the pacing guides. Standards will be assessed according to their appearance within the term indicated on the pacing guide. Ongoing standards will be assessed at multiple points throughout the year.

**6th Grade 1st-4th 9 Weeks
Pacing Guide 2017-2018**

Reading: Literature		Instructional Term			
		1	2	3	4
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I A	P M	P	P
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.	I A	P M	P	P
RL.6.3	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.	I M	P	P A	P
RL.6.4	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.	I A	P M	P	P
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.	I	P A	P M	P
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	I	P	P, A, M	P
RL.6.7	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.	I	P	P, A, M	P
RL.6.8	Not applicable to literature.				
RL.6.9	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.	I	P A	P M	P
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems; in the grades 6-8 text complexity band proficiently, with scaffolding needed at the high end of the range.	I	P	P M	P A
Reading Informational Text		Instructional Term			
		1	2	3	4
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I A	P	P M	P
RI.6.2	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.	I A	P	P M	P
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 and anecdotes).	I	P	P A	P

Reading Informational Text (continued)		Instructional Term			
		1	2	3	4
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	I	P A	P M	P
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into overall structure of a text and contributes to the development of ideas.	I	P A	P M	P
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	I	P	P, A, M	P
RI.6.7	Integrate information presented in a different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	I	P	P, A, M	P
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.		I P	P M	P A
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).	I	P A	P M	P
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I	P	P	A M
Writing		Instructional Term			
		1	2	3	4
W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		I P	P	P M
W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.		I P	P	P M
W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.		I P	P	P M
W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.		I P	P	P M
W.6.1d	Establish and maintain a formal style.		I P	P	P M
W.6.1e	Provide a concluding statement or section that follows from the argument presented.		I P	P	P M

Writing (continued)		Instructional Term			
		1	2	3	4
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.		I P	P M	P
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.		I P	P M	P
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		I P	P M	P
W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.		I P	P M	P
W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.		I P	P M	P
W.6.2e	Establish and maintain a formal style.		I P	P M	P
W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.		I P	P M	P
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	I P	P, A, M	P	P
W.6.3a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	I P	P, A, M	P	P
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.	I P	P, A, M	P	P
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.	I P	P, A, M	P	P
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	I P	P, A, M	P	P
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.	I P	P, A, M	P	P

	Writing (continued)				
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I P	P	P M	P
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.	I P	P	P M	P
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.	I	P	P	P M
W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	I	P	P	PM
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.	I	P	P	PM
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	I	P	P	M
W.6.9a	Apply grade 6 Reading standards to literary texts (e.g., “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”).	I	P	P	M
W.6.9b	Apply grade 6 Reading standards to literary nonfiction and/or informational texts (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	P	P	M
W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I P	P	P	M
Speaking and Listening		Instructional Term			
		1	2	3	4
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	I P	P	P	M
SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	I P	P	P	M
SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	I P	P	P	M
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	I P	P	P	M
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	I P	P	P	M
SL.6.2	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.	I P	P	P M	P
SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	I P	P	P M	P

	Speaking and Listening (continued)				
SL.6.4	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.	I P	P	P M	P P
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	I P	P	P M	P
SL.6.6	Adapt a speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I P	P	P	PM
Language		Instructional Term			
		1	2	3	4
L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	I P	P	P	M
L. 6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	I	P A M	P	P
L.6.1b	Use intensive pronouns (e.g., myself, ourselves).	I	P A M	P	P
L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.	I	P A M	P	P
L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	I	P A M	P	P
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.	I	P A M	P	P
L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	P A M	P	P
L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	I	P A M	P	P
L.6.2b	Spell correctly.	I P	P A M	P A	P A

	Language (continued)				
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		I	P A	M
L.6.3a	Vary sentence patters for meaning, reader/listener interest, and style.		I	P A	M
L.6.3b	Maintain consistency in style and tone.		I A	P A	M
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	I , P	P A M	P A	P A
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.	I , P , M	P	P	P
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).	I , P , M	P	P	P
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.	I , P , M	P	P	P
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).	I , P	P , A	P , A	M
L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I , P	P M	P	P
L.6.5a	Interpret figures of speech (e.g., personification) in context.	P	P M	P	P
L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	P	P M	P	P
L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, untasteful, thrifty).	P	P M	P	P
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P M	P	P

Note: The bold letter (M) indicates the nine weeks in which the standard will be assessed. (PA) means that standard will be practiced and assessed but will be assessed for mastery in the term indicated.

****M-Mastered**

****I-Introduced**

****P-Practiced**

****A-Assessed**