Glendale Elementary School District

23-24 ELA PACING GUIDE

6th Grade

Reading Block	Equivalency Chart		
myPerspective supports	Benchmark Blueprints	Learning Cycle PDF	C & I Page
6-Minute Solutions Supports	Galileo Supports	AASA Item Specifications, Test Blueprints	ADE ELA website
	i-Ready Supports	6th Grade Deconstruction	ELA Standards Progression

Reading Block Layout (160 Minutes)

	Word Study (15-20 Minutes)	Whole Group Instruction/Launch Lesson (20-50 Minutes)	Small Group Instruction	Writing (45 Minutes)
Teacher Actions	• Explicitly and systematically model decoding of multisyllabic words, syllable patterns, morphology, root words, and affixes. • Model how to determine the meaning of unknown words or phrases by choosing form a variety of strategies. • Intentionally spiral review previous skills	• Expose students to grade level text • Model Close Reading Strategies using annotation frames • Demonstrate Fluent Reading • Use Metacognition to reach learning targets • Model how to support ideas, thoughts, and perspectives using textual evidence	• Expose students to a variety of genres, including different types and formats • Model, guide, and reinforce good reading behaviors and strategies • Prompt and reinforce reading behaviors, strategies, and discussions • Model Close Reading Strategies using annotation frames	• Model the writing process through process and purpose • Facilitate shared and guided reading practice • Conference with students to provide feedback on their writing and set goals • Extend literary analysis to writing • Model how to cite and paraphrase textual evidence (MLA)
Student Actions	• Read, Write, Sort, Divide, and Spell Mutisyllabic words, Irregular Words • Read Grade-Level Text Fluently • Determine the meaning of unknown words • Apply knowledge of affixes (Green, Latin, etc) in order to determine meaning of unknown words.	• Utilize Comprehension Strategies • Read a variety of text types • Ask and answer questions while reading and explain strategies used to understand text • Close Read and Annotate text, including rereading for different purposes • Practice fluent reading	• Read increasingly challenging text with fluency, accuracy, and understanding • Utilize comprehension skills • Build reading stamina • Come to group discussions prepared by previously close reading • Extend application through independent practice	• Connect reading text analysis by responding in writing • Write increasingly complex connected sentences using a variety of structures • Utilize the writing process to publish final works • Participate in writing conferences and set goals to monitor learning
Resources	• GESD Phonics Continuum (UFLI, ReadyGEN, 95%) • SAVVAS myPerspectives • VocabSurge	• SAVVAS myPerspectives • Performance Coach • Paired Passages	• SAVVAS myPerspectives • 95% Group/SIPPS Plus • Guided Reading Bookroom • Jan Richardson Lesson Plans	• Thinking Maps • Write from the Beginning • SAVVAS myPerspectives

Equivalency Chart

	Kindergarten			1st Grade			2nd Grade			3rd Grade			4th Grade			5th Grade			6th Grade			7th Grade			8th Grade		
	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
Lexile	0	25	100	125	225	325	350	450	525	550	625	675	700	750	800	800	850	900	925-1070			925-1120			1010-1185		
Scholastic		B	D	D	F	I	I	K	M	M	O	P	P	R	S	S	U	V	V	W	X	X	Y	Z	Z	Z	Z
Jan Plan Template	Pre-A	Emergent		Early (D-I)			Transitional Template (J-P)																				
											Fluent Template (N+)																
i-Ready Fluency					29+	60+	50+	84+	100+																		
Fountas & Pinnell	A	B	C	D	G	J	J	K-L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z
Learning A-Z	A	B	C	D	G	J	K	M	P	Q	R-S	T	U	V	W	X	Y	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z
DRA	A-6			A-16			8-30			16-40			20-50			40-60			50-70								

Year Long Standards

Range of Reading and Level of Text Complexity:

6.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

Range of Writing:

6.W.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.

Range of Reading Staircase to Complexity:

6th-8th Grade Lexile Range: 925-1185

Text used during Tier 1 instruction should fall within the above Lexile band to build upon increased text complexity throughout the year.

Standard	Quarter 1 Unit 1	Quarter 2 Unit 2 & Unit 3 (WC)	Quarter 3 Unit 3 (SG) & Unit 5	Quarter 4 Unit 4
Reading Standards for Literature				
6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Connects to 6.SL.2* *Connects to 6.W.9* EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.	*Calvin and Hobbes (WC)* *I Was a Skinny Tomboy Kid (SG)* o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/ inferences). o Draw conclusions from the passage.	*Feathered Friend (WC)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/ inferences). o Draw conclusions from the passage.	*The Fun They Had (SG)* *Tales From the Odyssey (SG)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/inferences). o Draw conclusions from the passage.	*Alice's Adventures in Wonderland (SG)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/inferences). o Draw conclusions from the passage.
6.RL.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. *Connects to 6.SL.2/4* *Connects to 6.W.9* EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence. EL.6-8.S1.I-2: summarize a text including specific details	*I Was a Skinny Tomboy Kid (SG)* o Determine theme or central idea using supporting details. o Describe how the theme is conveyed through particular details.	*Hachiko, Japan's Most Famous Dog (WC)* *Feathered Friend (WC)* o Determine theme or central idea using supporting details. o Objectively summarize the text to include the theme or central idea.	*The Fun They Had (SG)* *Tales From the Odyssey (SG)* o Determine theme or central idea using supporting details. o Describe how the theme is conveyed through particular details. o Objectively summarize the text to include the theme or central idea.	

and information.				
6.RL.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.		*Hachiko, Japan's Most Famous Dog (WC)* o Describe how characters respond or change as the plot moves toward a resolution. *Black Cowboy, Wild Horses (SG)* o Describe how a particular story's plot unfolds in a series of episodes (*exposition, conflict, rising action, climax, falling action, and resolution*).		*The Phantom Tollbooth, Act I (WC)* *Alice's Adventures in Wonderland (SG)* o Describe how a particular drama's plot unfolds into a series of episodes. o Describe how character(s) respond or change towards resolution through characters' traits, actions, and words in a story.
6.RL.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. EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.6-8.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	*Brown Girl Dreaming (WC)* o Identify concept vocabulary words. o Determine the meaning of concept vocabulary words. o Analyze how the concept vocabulary impacts understanding.	*A Blessing (SG)* o Identify literary devices (repetition, alliteration, simile, and metaphor). o Determine the meaning of literary devices (repetition, alliteration, simile, and metaphor). o Analyze how literary devices impact the tone. *Predators (SG)* o Identify connotations of specific words as they are used in a text. o Determine the meaning of words as they are used in a text.	*Tales From the Odyssey (SG)* o Identify literary devices (situational irony). o Determine the meaning of literary devices (situational irony). o Analyze the impact of literary devices on the meaning.	*Jabberwocky (SG)* o Identify sound devices (onomatopoeia, alliteration, consonance). o Determine the meaning of sound devices (onomatopoeia, alliteration, consonance). o Analyze the impact of sound devices on the meaning.
6.RL.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the	*Brown Girl Dreaming (WC)* o Analyze how a particular *sentence* fits into the overall structure of a text and how it contributes to the	*Hachiko, Japan's Most Famous Dog (WC)* o Analyze how a particular *paragraph* fits into the overall structure of a text and	*The Fun They Had (SG)* o Analyze how a particular *sentence* fits into the overall structure of a text and how	*The Phantom Tollbooth, Act I (WC)* *The Phantom Tollbooth, Act II (WC)* o Analyze how a particular *scene* fits into the overall structure of a text and how it contributes to

development of the theme, setting, or plot. EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence. EL.6-8.S1.I-4 explain how structure, text type, and other elements impacts the central idea or theme.	development of theme, setting, or plot. *I Was a Skinny Tomboy Kid (SG)* o Analyze how a particular *stanza* fits into the overall structure of a text and how it contributes to the development of theme, setting, or plot.	how it contributes to the development of theme, setting, or plot. *Predators (SG)* o Analyze how a particular *stanza* fits into the overall structure of a text and how it contributes to the development of the theme. *Feathered Friend (WC)* o Analyze how a particular *sentence* fits into the overall structure of a text and how it contributes to the development of theme, setting, or plot.	it contributes to the development of theme. *Tales From the Odyssey (SG)* o Analyze how a particular *chapter* fits into the overall structure of a text and how it contributes to the development of the theme and plot.	the development of theme, setting, or plot.
6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Brown Girl Dreaming (WC) o Identify details the author used to develop point of view (first-person POV). o Explain how an author develops the point of view of the narrator or speaker in a text.			*The Phantom Tollbooth, Act I (WC)* o Identify details the author used to develop point of view (*third-person POV*). o Explain how an author develops the point of view of the narrator or speaker in a text (*dialogue*).
6.RL.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. EL.6-8.S1.I-4: explain how structure, text type, and other elements impacts the central idea or theme.		Hachiko, Japan's Most Famous Dog (WC) (Use the story and locate a short video or audio version to supplement and compare) o Compare and contrast the experience of reading a story to listening to an audio. o Contrast what you "see" and "hear" when reading the text vs. what you heard.		*The Phantom Tollbooth, Act I & II (WC)* *The Phantom Tollbooth Media (WC)* *Alice's Adventure in Wonderland (SG)* *Jabberwocky (SG)* o Compare and contrast the experience of reading a story to listening to an audio. o Contrast what you "see" and "hear" when reading the text vs. what you heard.
6.RL.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.	*Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Identify common themes between texts. o Compare and contrast how texts in different genres approach a similar theme.		*Tales From the Odyssey (SG)* *To The Top of Everest (SG)* o Identify common themes between texts. o Compare and contrast how texts in different genres approach a similar theme.	

Reading Standards for Informational Text				
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Connects to 6.SL.2, 6.W.9* EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence.	*Bad Boy (SG)* o Identify textual evidence that is explicitly stated. o Cite textual evidence to support the analysis of information (explicit/ inferences). o Draw conclusions from the passage.	*My Life With the Chimpanzees (WC)* *Teens and Technology Share a Future (WC)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/ inferences).	*Is Our Gain Also Our Loss? (SG)* *A Long Way Home (WC)* *BBC Science Club: All About Exploration (WC)* *Mission Twinpossible (SG)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/ inferences).	*The Importance of Imagination (SG)* o Identify textual evidence that is explicitly stated. o Make inferences drawn from the text. o Cite textual evidence to support the analysis of information (explicit/ inferences).
6.RI.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. *Connects to 6.SL.2, 6.W.9* EL.6-8.S1.I-1: analyze the central ideas and themes and justify how they are supported by using text evidence. EL.6-8.S1.I-2: summarize a text including specific details and information.	*Bad Boy (SG)* o Determine a central idea of a text. o Identify particular details that support the central idea. o Objectively summarize the text to include the central idea.		*A Long Way Home (WC)* *Mission Twinpossible (SG)* *To The Top of Everest (SG)* o Determine a central idea of a text. o Identify particular details that support the central idea. o Objectively summarize the text to include the central idea.	*The Importance of Imagination (SG)* o Determine a central idea of a text. o Identify particular details that support the central idea. o Objectively summarize the text to include the central idea.
6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). EL.6-8.S1.I-4 explain how structure, text type, and other elements impacts the central idea or theme.	*Declaration of the Rights of the Child (SG)* o Analyze in detail how a key *idea* is introduced, illustrated, and elaborated in the text. *Michaela DePrince: The War Orphan who Became a Ballerina (SG)* o Analyze in detail how a key *individual* is introduced, illustrated, and elaborated in the text.		*Is Our Gain Also Our Loss? (SG)* *Mission Twinpossible (SG)* *A Long Way Home (WC)* o Analyze in detail how a key *idea* is introduced, illustrated, and elaborated in the text. *A Long Way Home (WC)* o Analyze in detail how a key *individual* is introduced, illustrated, and elaborated in the text. *A Long Way Home (WC)* *To The Top of Everest (SG)* o Analyze in detail how a key *event* is introduced,	*The Importance of Imagination (SG)* o Analyze in detail how a key *idea* is introduced, illustrated, and elaborated in the text.

			illustrated, and elaborated in a text.	
6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. *Connects to 6.L.4* EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. EL.6-8.S2.I-3: apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.		*Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* o Determine the meaning of domain-specific *words* in a text. o Determine the meaning of domain-specific *phrases* in a text. o Determine the meaning of figurative, connotative, and technical words and phrases as they are used in text.		
6.RI.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. EL.6-8.S1.I-4 explain how structure, text type, and other elements impacts the central idea or theme.	*Declaration of the Rights of the Child (SG)* *Michaela DePrince: The War Orphan who Became a Ballerina (SG)* o Analyze how a particular *paragraph* fits into the overall structure of a text and how it contributes to the development of ideas. *Brown Girl Dreaming (WC)* *Bad Boy (SG)* o Analyze how a particular *sentence* fits into the overall structure of a text and how it contributes to the development of ideas.	*Teens and Technology Share a Future (WC)* o Analyze how a particular *section* fits into the overall structure of a text and how it contributes to the development of ideas.	*Is Our Gain Also Our Loss? (SG)* *Mission Twinpossible (SG)* o Analyze how a particular *paragraph* fits into the overall structure of a text and how it contributes to the development of ideas. *A Long Way Home (WC)* o Analyze how a particular *section* fits into the overall structure of a text and how it contributes to the development of ideas.	

6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. *Connects to 6.SL.3*	*Brown Girl Dreaming (WC)* o Determine the author's point of view. o Identify details or examples that demonstrate how point of view is conveyed.	*My Life With the Chimpanzees (WC)* *Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* o Explain how the author conveys his/her point of view (techniques and devices). o Identify details or examples that demonstrate how point of view or purpose is conveyed. o Determine the author's purpose in a text.		
6.RI.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. *Connects to 6.SL.2* EL.6-8.S1.I-4 explain how structure, text type, and other elements impacts the central idea or theme.		*Monkey Master (SG)* o Examine various forms of media, formats, and texts on same topic. o Integrate information from various media, formats, or texts to demonstrate understanding of topic.	*Lewis & Clark (SG)* o Examine various forms of media, formats, and texts on same topic. o Integrate information from various media, formats, or texts to demonstrate understanding of topic.	
6.RI.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. *Connects to 6.SL.3* *Connects to 6.SL.4* EL.6-8.S8.I-1 explain how an author or speaker uses reasons and evidence to support or fail to support a claim. EL.6-8.S8.I-2 determine whether the evidence is sufficient to support the claims.		*Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* o Determine arguments and claims of a text. o Identify reasons and evidence to support argument and claims. o Evaluate the argument and claims to distinguish claims that are supported with evidence and those that are not supported.		
6.RI.9 Compare and contrast one author's presentation of	*Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)*	*Teens and Technology Share a Future (WC)*		

events with that of another author.	o Identify events common in two or more texts. o Compare and contrast different authors' presentations of common events using explicit details from the text. o Compare and contrast different authors' presentations of common events using implicit details from the text.	*The Black Hole of Technology (WC)* o Identify events common in two or more texts. o Compare and contrast different authors' presentations of common events using explicit details from the text. o Compare and contrast different authors' presentations of common events using implicit details from the text.		
Writing Standards				
6.W.1 Write arguments to support claims with clear reasons and relevant evidence. *(WFTB Expository Manual Pgs. 277-318)* EL.6-8.S4.I-1 construct a claim about a topic or text. EL.6-8.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.6-8.S8.I-3 use academic and domain-specific words and phrases to make a claim.		*Feathered Friend (WC)* o Write an argumentative essay. *(W.1a,b,c,e) *Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* o Write an argumentative essay comparing and contrasting two blog posts. *(W.1a,b,e) *Performance Task Unit 3 (WC)* o Write a brief argument, in the form of an editorial. *(W.1a-e)	*A Long Way Home (WC)* o Write an argument. *(W.1a-c,e) *Performance Task Unit 5 (WC)* o Write an argumentative essay. *(W.1a-e) *Performance Task Unit 5 (SG)* o Write an argument in the form of an advertisement. *(W.1b)	
6.W.1a Introduce claim(s) and organize the reasons and evidence clearly. *(WFTB Expository Strategy #1 Pgs. 224-225 Strategy #5 Pgs. 236-240)* EL.6-8.S4.I-1 construct a claim about a topic or text. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.		*Feathered Friend (WC)* *Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* *Performance Task Unit 3 (WC)* o Identify a claim or clear statement of your position. o Logically organize reasons.	*A Long Way Home (WC)* o Identify a claim or clear statement of your position. o Logically organize reasons. *Performance Task Unit 5 (WC)* o Identify a claim or clear statement of your position. o Identify a counterclaim. o Logically organize reasons.	

6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. *(WFTB Expository Strategy #3 Pgs. 229-231, Strategy #4 Pgs. 232-235, Strategy #7 Pgs. 245-251, & Strategy #8 Pgs. 252-253)* EL.6-8.S4.I-2 supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge.		*Feathered Friend (WC)* *Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* o Use relevant details from the text to support claim. *Performance Task Unit 3 (WC)* o Use relevant facts, statistics, anecdotes, quotations from experts, and examples from the text to support claim.	*A Long Way Home (WC)* o Use logical reasons and evidence from the text to support claim. *Performance Task Unit 5 (WC)* o Use relevant facts, statistics, anecdotes, quotations from experts, and examples from the text to support claim. *Performance Task Unit 5 (SG)* o Use logical reasons and evidence from the text to support claim.	
6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. *(WFTB Expository Strategy #2 Pgs. 226-228 & Strategy #9 Pgs. 254-261)* EL.6-8.S8.I-3 use academic and domain-specific words and phrases to make a claim. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking. EL.6-8.S9.I-2 introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.		*Feathered Friend (WC)* o Use words and phrases that show how your claim, reasons, and evidence connect. *Performance Task Unit 3 (WC)* o Use transitional expressions, such as *also, however, for one thing, etc.* to show how your claim, reasons, and evidence connect.	*A Long Way Home (WC)* o Use words and phrases that show how your claim, reasons, and evidence connect. *Performance Task Unit 5 (WC)* o Use transitional expressions, such as *because, in fact, therefore, etc.* to show connections among ideas.	
6.W.1d Establish and maintain a formal style.		*Performance Task Unit 3 (WC)*	*Performance Task Unit 5 (WC)*	

(WFTB Expository Strategy #10 Pgs. 262-266)		o Use formal language with longer sentences and harder words.	o Use a formal style to create and maintain a serious tone and attitude.	
6.W.1e Provide a concluding statement or section that follows from the argument presented. *(WFTB Expository Strategy #6 Pgs. 241-244)* EL.6-8.S4.I-4 : provide a conclusion that summarizes the argument presented. EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.		*Feathered Friend (WC)* *Teens and Technology Share a Future (WC)* *The Black Hole of Technology (WC)* *Performance Task Unit 3 (WC)* o Provide a concluding statement that emphasizes the claim.	*A Long Way Home (WC)* o Provide a strong conclusion that restates the claim in a new way. o Provide an additional idea or insight for the claim. *Performance Task Unit 5 (WC)* o Provide a strong conclusion that restates the claim in a new way. o Provide a strong ending statement.	
6.W.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. *(WFTB Expository Manual Pgs. 395-415) (Compare/Contrast Pgs. 427-435 & Cause/Effect Pgs. 439-440)* EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions.	*Declaration of the Rights of the Child (SG)* o Write an informational article. OR o Write an essay. *(W.2a-f) *Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Write a compare and contrast essay. *(W.2a-c)	*My Life With the Chimpanzees (WC)* o Write a brief how-to essay. *(W.2a-d) *Performance Task Unit 2 (WC)* o Write an explanatory essay. *(W.2a-e) *A Blessing (SG)* *Predators (SG)* o Write a compare and contrast essay. *(W.2a,b,f) *The Internet of Things (WC)* o Write an objective summary. *(W.2a-f)	*Bored…and Brilliant? (SG)* o Create a multimedia slide show. OR o Create a brochure. *(W.2a-f) *BBC Science Club: All About Exploration (WC)* o Create a storyboard. *(W.2b) *Mission Twinpossible (SG)* o Write a how-to guide. *(W.2a-c) *Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Write a compare-and-contrast essay. *(W.2b)	*The Phantom Tollbooth Act I & II (WC)* *The Phantom Tollbooth Media (WC)* o Write a compare-and-contrast essay. *(W.2a) *Alice's Adventures in Wonderland (SG)* o Write a research report. *(W.2a) *The Importance of Imagination (SG)* o Write a compare-and-contrast essay. OR o Write a cause-and-effect essay. *(W.2a-c)
6.W.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and	*Declaration of the Rights of the Child (SG)* o Identify a topic. o Logically organize ideas, concepts, and information.	*My Life With the Chimpanzees (WC)* o Describe a process by stating and explaining each step clearly.	*Bored…and Brilliant? (SG)* *BBC Science Club: All About Exploration (WC)* o Identify a topic. o Logically organize ideas, concepts, and information.	*The Phantom Tollbooth Act I & II (WC)* *The Phantom Tollbooth Media (WC)* o Identify a topic. o Logically organize ideas, concepts, and information.

cause/effect; include formatting (e.g,. headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. *(WFTB Expository Strategy #5 Pgs. 236-240 & Strategy #8 Pgs. 252-253)* EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	o Opt. 1: Describe the purpose for the text. o Opt. 2: Explain reasons for your choices. *Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. o Use compare and contrast format.	o Logically organize ideas, concepts, and information. o Use formatting, such as boldface headings. *Performance Task Unit 2 (WC)* o Introduce a topic and thesis. o Identify main points. o Logically organize ideas, concepts, and information. *A Blessing (SG)* *Predators (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. o Use compare and contrast format. *The Internet of Things (WC)* o Identify the main idea. o Logically organize ideas, concepts, and information from video.	*Mission Twinpossible (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. o Use visuals, such as illustrations and diagrams, to aid in comprehension. *Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. o Use compare and contrast format.	o Compare and contrast the characters, setting, and events. *Alice's Adventures in Wonderland (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. *The Importance of Imagination (SG)* o Identify a topic. o Logically organize ideas, concepts, and information. o Opt. 1: Use compare and contrast format. o Opt. 2: Use cause and effect format.
6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. EL.6-8.S3.I-3: compose informational texts that include details and examples to develop a topic while using appropriate conventions. EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	*Declaration of the Rights of the Child (SG)* *Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Use relevant facts, examples, and quotations from the text to develop the topic.	*My Life With the Chimpanzees (WC)* o Use concrete details and information from the text to explain the topic. *Performance Task Unit 2 (WC)* *A Blessing (SG)* *Predators (SG)* o Use relevant facts, examples, and quotations from the text to develop the topic. *The Internet of Things (WC)* o Use most important details to explain each main idea.	*Bored…and Brilliant? (SG)* *Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Use relevant facts, definitions, concrete details, examples, and quotations from the text to develop the topic. *BBC Science Club: All About Exploration (WC)* *Mission Twinpossible (SG)* o Use facts, explanations, and quotations from research to develop the writing.	*The Importance of Imagination (SG)* o Opt. 1 & 2: Use concrete details, quotations, other information, and examples from the text to develop the topic. o Opt. 1: Use personal connections to develop the topic. o Opt. 2: Connect details with author's perspective.
6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts. *(WFTB Expository Strategy #2 Pgs. 226-228)* EL.6-8.S3.I-4 produce sentences to clarify	*Declaration of the Rights of the Child (SG)* *Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Use appropriate transition words and phrases to clarify the relationships among ideas and concepts.	*My Life With the Chimpanzees (WC)* o Use transitions, such as *first, next, then,* and *finally,* to clarify the position of each step in the process. *Performance Task Unit 2 (WC)*	*Mission Twinpossible (SG)* o Use transitions, such as *first, next, then,* and *finally,* to clarify the position of each step in the process. *Tales From The Odyssey (SG)* *To The Top of Everest (SG)*	*The Importance of Imagination (SG)* o Opt. 1: Use transitions, such as *similarly* and *however* to make shifts in ideas clear. o Opt. 2: Use transitions, such as *since* and *therefore* to make shifts in ideas clear.

relationships among ideas and concepts using appropriate transitions. EL.6-8.S9.I-2: introduce and develop a more detailed sequence of events, with a beginning, middle, and end using a variety of temporal and linking words and phrases to connect, compare, and contrast ideas, information, or events when writing and speaking.		o Use transitions, such as *equally important, despite, although, for instance, especially, etc.* to make shifts in ideas clear. *The Internet of Things (WC)* o Use appropriate transition words and phrases to clarify the relationships among ideas and concepts.	o Use transitions, such as *also, additionally, likewise, however, in a different way, etc*, to make shifts in ideas clear.	
6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. *(WFTB Expository Strategy #7 Pgs. 245-251 & Strategy #9 Pgs. 254-261)* EL.6-8.S3.I-5 use precise language and domain- specific vocabulary to inform about or explain the topic.	*Declaration of the Rights of the Child (SG)* o Use precise language to explain about the topic. o Use domain-specific vocabulary to explain about the topic.	*My Life With the Chimpanzees (WC)* o Use precise language to explain each step. *Performance Task Unit 2 (WC)* o Use direct quotations to explain about the topic. o Use paraphrasing to explain about the topic.	*Bored…and Brilliant? (SG)* *BBC Science Club: All About Exploration (WC)* *Mission Twinpossible (SG)* *Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Use precise language to explain about the topic. o Use domain-specific vocabulary to explain about the topic.	
6.W.2e Establish and maintain a formal style. *(WFTB Expository Strategy #10 Pgs. 262-266)*	*Declaration of the Rights of the Child (SG)* o Maintain a formal style.	*Performance Task Unit 2 (WC)* o Maintain a formal style that does not include bias *(excellent, awful, etc.)* or superlative adjectives *(most, least, best, etc.)*. *The Internet of Things (WC)* o Use an objective tone.	*Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Express your opinion.	
6.W.2f Provide a concluding statement or section that follows from the information or explanation presented. *(WFTB Expository Strategy #6 Pgs. 241-244)* EL.6-8.S9.I-1: introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	*Declaration of the Rights of the Child (SG)* o Provide a concluding paragraph that supports the information.	*Performance Task Unit 2 (WC)* *A Blessing (SG)* *Predators (SG)* o Provide a strong conclusion that refers back to thesis.	*Tales From The Odyssey (SG)* *To The Top of Everest (SG)* o Provide a concluding paragraph expressing your opinion.	

6.W.3 Write narratives (Autobiographical Incident/Historical Point of View) to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. *(WFTB Narrative Manual Pgs. 273-292 Sequential and Categorical & WFTB Narrative Manual Pgs. 293-306)* EL.6-8.S3.I-2: compose written narratives using appropriate conventions that include details, examples, narrative techniques, and precise language to develop a topic.	*Brown Girl Dreaming (WC)* o Write a poem. *(W.3bd) *Performance Task Unit 1 (WC)* o Write a personal narrative. *(W.3a-e)	*Hachiko, Japan's Most Famous Dog (WC)* o Write a story adaptation from a different point of view. *(W.3a)	*The Fun They Had (SG)* o Write a scene with dialogue. *(W.2abd)	*The Phantom Tollbooth, Act II (WC)* o Write a narrative retelling from a character's perspective. *(W.3a,b) *Performance Task Unit 4 (WC)* o Write a short story. *(W.3a-e) *Performance Task Unit 4 (SG)* o Write and perform a fictional narrative. *(W.3a-e)
6.W.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. *(WFTB Narrative Strategy #1 Pgs. 180-188 & Strategy # 6 209-211)*	*Performance Task Unit 1 (WC)* o Organize an event sequence in chronological order.	*Hachiko, Japan's Most Famous Dog (WC)* o Change the narrator from the text to a different character. o Organize an event sequence that unfolds naturally and logically.	*The Fun They Had (SG)* o Introduce a narrator. o Introduce characters. o Organize an event sequence that unfolds naturally and logically.	*The Phantom Tollbooth, Act II (WC)* o Use details to develop a character's perspective of the events that took place. o Organize an event sequence that unfolds naturally and logically. *Performance Task Unit 4 (WC)* *Performance Task Unit 4 (SG)* o Organize an event sequence that unfolds naturally and logically.
6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. *(WFTB Narrative Strategy #2 Pgs. 189-192, Strategy #4 Pgs. 199-205, Strategy #8 Pg. 216, & Strategy #9 Pgs. 217-218)*	*Brown Girl Dreaming (WC)* o Use dialogue and description to develop experiences. *Performance Task Unit 1 (WC)* o Use dialogue and description of events and characters to develop experiences. o Develop conflict in writing.		*The Fun They Had (SG)* o Use dialogue and pacing (rhythm) to develop experiences, events, and characters.	*The Phantom Tollbooth, Act II (WC)* o Use dialogue and description to convey feelings about characters and events. *Performance Task Unit 4 (WC)* o Use dialogue to establish a clear description of the setting, characters, and events. *Performance Task Unit 4 (SG)* o Use dialogue, pacing, and description to develop setting and thoughts and feelings of character(s).

6.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. *(WFTB Narrative Strategy #3 Pgs. 193-198)* EL.6-8.S3.I-4: produce sentences to clarify relationships among ideas and concepts using appropriate transitions.	*Performance Task Unit 1 (WC)* o Use time-order transitions (*i.e., first, then, next, earlier, later*). o Use spatial-order transitions (*i.e., in front of, in the distance, beyond, nearby*).			*Performance Task Unit 4 (WC)* o Use transitional words, phrases, and clauses (*meanwhile, back in…, while, etc.)* to show a shift in time or setting.
6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. *(WFTB Narrative Strategy #4 Pgs. 199-205 & Strategy #5 Pgs. 206-208)* EL.6-8.S3.I-5: use precise language and domain- specific vocabulary to inform about or explain the topic.	*Brown Girl Dreaming (WC)* o Use precise words and phrases to convey experiences and events. o Use relevant descriptive details to convey experiences and events. o Use repetition to convey experiences and events. *Performance Task Unit 1 (WC)* o Use precise words and phrases to convey experiences and events. o Use relevant descriptive details to convey experiences and events.		*The Fun They Had (SG)* o Use precise words and phrases to convey experiences and events. o Use vivid, descriptive details to show the setting and action.	*Performance Task Unit 4 (WC)* o Use precise words and sensory details to establish a clear description of the setting, characters, and events. *Performance Task Unit 4 (SG)* o Use sensory details to paint a picture of the setting.
6.W.3e Provide a conclusion that follows from the narrated experiences or events. *(WFTB Narrative Strategy #7 Pgs. 212-215)*	*Performance Task Unit 1 (WC)* o Write a conclusion that reflects on experiences.			*Performance Task Unit 4 (WC)* o Write a conclusion that logically follows the plot.
6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and	*Embedded in each mode of writing.	*Embedded in each mode of writing.	*Embedded in each mode of writing.	*Embedded in each mode of writing.

provide a concluding statement or section when writing and speaking.				
6.W.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). EL.6-8.S5.I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas.		*A Blessing (SG)* *Predators (SG)* o Work with peers to strengthen writing through revising and editing.	*Performance Task Unit 5 (WC)* o Work with peers to strengthen writing through revising and editing. o Provide feedback that focuses on claim. o Provide feedback that focuses on logical organization. o Provide feedback that focuses on conclusion.	*The Importance of Imagination (SG)* o Work with peers to strengthen writing through revising and editing. o Provide feedback by noting ideas that are unclear or disconnected. o Provide feedback increasing supporting details and examples.
6.W.6 Use technology, including the Internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting. EL.6-8.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.6-8.S6.I-2: participate in extended written exchanges about a variety of topics and texts. EL.6-8.S6.I-6: refer to previously read or researched information during collaborative oral and written discussions.		*Performance Task Unit 2 (WC)* o Use technology to create an informative booklet. *Black Cowboy, Wild Horses (SG)* *Feathered Friend (WC)* o Use technology, including the Internet to produce writing. o Use technology, including the Internet to interact and collaborate with others to produce writing. o Demonstrate sufficient command of keyboarding skills.	*Bored…and Brilliant? (SG)* o Use technology, including the Internet to produce writing. o Use technology, including the Internet to interact and collaborate with others to produce writing. o Demonstrate sufficient command of keyboarding skills. *Performance Task Unit 3 (SG)* o Use technology to produce writing. *Performance Task Unit 5 (WC)* o Use technology to create a slideshow that accompanies writing piece. o Use images to support claims and include explanations of images. o Record presentation of slideshow with audio of essay.	*Jabberwocky (SG)* o Use technology, including the Internet to produce writing. o Use technology, including the Internet to interact and collaborate with others to produce writing. o Demonstrate sufficient command of keyboarding skills.
6.W.7 Conduct short research projects to answer a question, drawing on several sources	*Calvin and Hobbes (WC)* o Conduct research to answer questions.	*Monkey Master (SG)* *Black Cowboy, Wild Horses (SG)* *Feathered Friend (WC)*	*BBC Science Club: All About Exploration (WC)* *Mission Twinpossible (SG)*	*Alice's Adventures in Wonderland (SG)*

and refocusing the inquiry when appropriate. EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question. EL.6-8.S7.I-3 identify credible sources used in research and use a standard format for citations.	o Use several reliable sources to support claim. o Refocus the inquiry when appropriate.	o Conduct a short research project to answer a question. o Use several reliable sources to support claim.	*Lewis & Clark (SG)* *Performance Task Unit 3 (SG)* o Conduct research to answer questions. o Use several reliable sources to support claim. o Refocus the inquiry when appropriate.	o Conduct research to answer questions. o Use several reliable sources to support claim. o Refocus the inquiry when appropriate.
6.W.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. EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question.		*Monkey Master (SG)* *Black Cowboy, Wild Horses (SG)* o Gather relevant information from multiple, credible print and online sources (only use those that end in *.gov, .edu, and .org).* o Quote accurately or paraphrase. o Cite sources with basic bibliographic information. *Black Cowboy, Wild Horses (SG)* o Create a works-cited list to appear at the end of a presentation.	*Bored…and Brilliant? (SG)* *Mission Twinpossible (SG)* *Lewis & Clark (SG)* o Gather relevant information from multiple, credible online sources (only use those that end in *.gov, .edu, and .org).* o Quote accurately or paraphrase. o Cite sources with basic bibliographic information. *Bored…and Brilliant? (SG)* o Use tips to narrow down searches (minus operator, exact phrases).	*Alice's Adventures in Wonderland (SG)* o Gather relevant information from multiple, credible online sources (only use those that end in *.gov, .edu, and .org).* o Cite sources with basic bibliographic information.
6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.W.9a Apply grade 6 reading standards to literature EL.6-8.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate. EL.6-8.S7.I-4: make inferences and draw conclusions using evidence from text or presentations.	*Brown Girl Dreaming (WC)* o Draw evidence from literary texts to analyze literary elements. *Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)* o Compare and contrast a *memoir* and a *poem* to support analysis of the texts.	*Hachiko, Japan's Most Famous Dog (WC)* o Draw evidence from literature to support written reflection. *A Blessing (SG)* *Predators (SG)* o Compare and contrast two poems to support analysis of the texts.	*Tales From the Odyssey (SG)* *To The Top of Everest (SG)* o Compare and contrast a *myth* and a *blog* to support analysis of the texts.	
6.W.9b Apply grade 6 reading standards to literary nonfiction.	*Bad Boy (SG)* *I Was a Skinny Tomboy Kid (SG)*	*Teens and Technology Share a Future (WC)*	*Performance Task Unit 5 (WC)*	

EL.6-8.S7.I-2: summarize key ideas and information in detailed and orderly notes, with charts, diagrams, or other graphics, as appropriate.	o Compare and contrast a *memoir* and a *poem* to support analysis of the texts.	*The Black Hole of Technology (WC)* o Compare and contrast two blog posts to support analysis of the texts.	o Draw evidence from texts to support your claim and convincing reasons.	
Language Standards				
6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*Bad Boy (SG)* o Identify adjectives and adverbs in a paragraph. o Use adjectives and adverbs in a paragraph.	*A Blessing (SG)* o Identify verbs and verb tenses in a poem. o Change verb tenses in a poem. *Feathered Friend (WC)* o Identify compound words and their part of speech. o Use compound words in sentences. *Teens and Technology Share a Future (WC)* o Identify appositives and appositive phrases. o Use appositives and appositive phrases. *The Black Hole of Technology (WC)* o Identify independent and dependent clauses in a sentence as relative or subordinate.	*The Fun They Had (SG)* o Identify action verbs and linking verbs in a sentence. o Use action verbs and linking verbs in a journal entry. *Is Our Gain Also Our Loss? (SG)* o Identify adjectives and adverbs as comparative and superlative words. o Use comparative adjectives and adverbs in sentences. *Mission Twinpossible (SG)* o Identify prepositions and prepositional phrases in the text. o Use prepositions and prepositional phrases in a paragraph. *Tales From the Odyssey (SG)* o Identify participle and gerund phrases in sentences. o Use participle and gerund phrases in a paragraph. *To The Top of Everest (SG)* o Identify subject complements in sentences. o Use subject complements in sentences.	*The Phantom Tollbooth, Act I (WC)* o Identify sentence parts and types (simple, complete, compound subject; simple, complete predicate; declarative, interrogative, imperative, exclamatory). *The Phantom Tollbooth, Act II (WC)* o Identify independent and dependent clauses in sentences as simple, compound, or complex. o Use independent and dependent clauses in sentences. *Performance Task Unit 4 (WC)* o Use prepositional phrases, appositive phrases, participial phrases, and gerund phrases. *Alice's Adventures in Wonderland (SG)* o Identify conjunctions and interjections in sentences. o Use conjunctions and interjections in a paragraph.
6.L.1.a Ensure that pronouns are in the proper case (subjective, objective, and possessive). EL.6-8.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.	*Declaration of the Rights of the Child (SG)* o Identify and distinguish between nominative (subjective), objective, and possessive case pronouns.	*Performance Task Unit 2 (WC)* o Revise to ensure that pronouns are in the proper case.		
6.L.1.b Use intensive pronouns (e.g., myself, ourselves).	*Michaela DePrince: The War Orphan who Became a Ballerina* (SG)			

EL.6-8.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.	o Identify reflexive pronouns. o Use intensive pronouns.			
6.L.1.c Recognize and correct inappropriate shifts in pronoun number and person. EL.6-8.S10.I-4 using personal (subject and object), possessive, and indefinite pronouns.				*The Importance of Imagination (SG)* o Identify pronoun/antecedent pairs in sentences.
6.L.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				*The Importance of Imagination (SG)* o Rewrite correct pronoun-antecedent agreement.
6.L.1.e Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. EL.6-8.S10.I-8: Applying subject-verb agreement using grade-appropriate nouns and verbs. EL.6-8.S10.I-14 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.		*Performance Task Unit 2 (WC)* o Determine the accuracy of the pronoun case in a sentence.	*Performance Task Unit 5 (WC)* o Edit for conventions. o Proofread for accuracy.	*Jabberwocky (SG)* o Identify invented language in sentences using syntax. o Determine the meaning of the invented language using knowledge of parts of speech. o Use invented language in a stanza.
6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*Brown Girl Dreaming (WC)* o Distinguish capitalization rules among common, proper, and possessive nouns.	*Hachiko, Japan's Most Famous Dog (WC)* o Identify words that should be capitalized. o Explain why words should be capitalized.		
6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.		*My Life With the Chimpanzees (WC)* o Identify commas, parentheses, and dashes in sentences.		*Alice's Adventures in Wonderland (SG)* o Use an exclamation mark after an interjection when necessary. o Use a comma after an interjection when necessary.

		o Use commas, parentheses, and dashes in sentences. *Teens and Technology Share a Future (WC)* o Use commas and dashes in sentences with appositives or appositive phrases. *The Black Hole of Technology (WC)* o Use commas, dashes, or parentheses to set off nonrestrictive clauses in a paragraph.		
6.L.2b Use correct spelling. IVW2:HI-2 using common spelling patterns and generalizations to spell words (e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant).	*I Was a Skinny Tomboy Kid (SG)* o Verify correct spelling for possible errors.	*Hachiko, Japan's Most Famous Dog (WC)* o Spell irregular plural nouns correctly.		
6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	*Brown Girl Dreaming (WC)* *o* Use common, proper, and possessive nouns to vary sentence patterns for meaning.			
6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style. EL.6-8.S10.I-14 using appropriate word order (subject-verb-object) in declarative, imperative, and interrogative sentences.	*Performance Task (WC)* o Vary sentence structure to convey voice. o Use tone to convey voice.			*The Phantom Tollbooth, Act II (WC)* *Performance Task Unit 4 (WC)* o Use simple, compound, and complex sentences to vary sentence patters for reader/listener interest.
6.L.3b Maintain consistent style and tone.			*Performance Task Unit 5 (WC)* o Use accurate and reasonable words to create a formal style and serious tone. *Performance Task Unit 5 (SG)* o Use engaging and precise language to make a convincing argument.	
6.L.4 Determine or clarify the meaning of unknown and	*Declaration of the Rights of the Child (WC)*		*Is Our Gain Also Our Loss? (SG)*	

multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.	*I Was a Skinny Tomboy Kid (SG)* o Apply knowledge of base words and other vocabulary strategies to determine the meanings of unfamiliar words. o Verify the meaning of unfamiliar words using a dictionary.		o Apply knowledge of base words and other vocabulary strategies to determine the meanings of unfamiliar words.	
6.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). EL.6-8.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	*Declaration of the Rights of the Child (SG)* o Identify common Latin roots and affixes (puls). o Use Latin roots to derive meaning (puls). *Bad Boy (SG)* o Identify common Latin roots and affixes (spec) o Use Latin roots to derive meaning (spec). *I Was a Skinny Tomboy Kid (SG)* o Identify common Anglo-Saxon suffixes (ness). o Use Anglo-Saxon suffixes to derive meaning (ness).	*My Life With the Chimpanzees (WC)* o Identify common Latin suffixes (able). o Use Latin suffixes to derive meaning (able). *Hachiko, Japan's Most Famous Dog (WC)* o Identify common Anglo-Saxon suffix (ly). o Use Anglo-Saxon suffix (ly). *Predators (SG)* o Identify common Latin roots (dom). o Use Latin roots to derive meaning (dom). *Monkey Master (SG)* o Identify common Greek suffixes (ist). o Use Greek suffixes to derive meaning (ist). *Feathered Friend (WC)* o Identify common Greek roots (path). o Use Greek roots to derive meaning (path). *Teens and Technology Share a Future (WC)*	*The Fun They Had (SG)* o Identify common Anglo-Saxon suffixes (ful). o Use Anglo-Saxon suffixes to derive meaning (ful). *Is Our Gain Also Our Loss? (SG)* o Identify common Latin suffixes (ation). o Use Latin suffixes to derive meaning (ation). *A Long Way Home (WC)* o Identify common Latin suffixes (ive). o Use Latin suffixes to derive meaning (ive). *Mission Twinpossible (SG)* o Identify common Latin roots (dur). o Use Latin roots to derive meaning (dur). *Tales From the Odyssey (SG)* o Identify common Latin roots (vad). o Use Latin roots to derive meaning (vad). *To The Top of Everest (SG)* o Identify common Latin roots (ped).	*The Phantom Tollbooth, Act II (WC)* o Identify common Latin suffixes (ity). o Use Latin suffixes to derive meaning (ity). *The Importance of Imagination (SG)* o Identify common Greek suffixes (para). o Use Greek suffixes to derive meaning (para).

		o Identify common Greek suffix (metry). o Use Greek suffix to derive meaning (metry).	o Use Latin roots to derive meaning (ped).	
6.L.4b Use context (e.g., the overall meaning of the sentences or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. EL.6-8.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	*Michaela DePrince: The War Orphan who Became a Ballerina (SG)* *Bad Boy (SG)* o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words.	*A Blessing (SG)* o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of literary devices (repetition, alliteration, simile, and metaphor). *Black Cowboy, Wild Horses (SG)* *The Black Hole of Technology (WC)* o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of multiple-meaning words.	*Tales From the Odyssey (SG)* *To The Top of Everest (SG)* o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words.	*Alice's Adventures in Wonderland (SG)* *Jabberwocky (SG)* *The Importance of Imagination (SG)* o Apply knowledge of context clues and other vocabulary strategies to determine the meaning of unfamiliar words.
6.L.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 part of speech.	*Michaela DePrince: The War Orphan who Became a Ballerina (SG)* *Bad Boy (SG)* o Identify words and phrases with unknown meaning. o Use print and digital resources to clarify the meaning of words and phrases (dictionaries, glossaries, and thesauri). o Determine the definition that best matches the term as it is used in the text.	*A Blessing (SG)* o Identify words with multiple meanings. o Use print and digital resources to clarify the meaning of words and phrases (dictionaries, glossaries, and thesauri) . o Determine the definition that best matches the term as it is used in the text.	*Mission Twinpossible (SG)* o Use a dictionary of scientific terms to determine the meaning of words. *Tales From the Odyssey (SG)* o Use a dictionary to find the meaning of the words. *To The Top of Everest (SG)* o Use a dictionary to find the meaning of the words.	*Jabberwocky (SG)* o Identify Anglo-Saxon words with unknown meanings. o Use a dictionary to find the meaning of other Anglo-Saxon words.
6.L.4d Verify the preliminary determination of the meaning of a word or phrase.	*Michaela DePrince: The War Orphan who Became a Ballerina* (SG) o Verify correct meaning by cross referencing (dictionary or citing contextual evidence).	*Hachiko, Japan's Most Famous Dog (WC)* o Verify correct meaning by cross referencing (dictionary or citing contextual evidence). *Monkey Master (SG)* o Verify correct meaning by cross referencing the knowledge of others. *The Black Hole of Technology (WC)*	*To The Top of Everest (SG)* o Verify correct meaning by cross referencing (dictionary).	

		o Verify correct meaning by cross referencing (dictionary or citing contextual evidence).		
6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.5a Interpret figures of speech (e.g., personification) in context. EL.6-8.S2.I-2: determine the meaning of idiomatic expressions and figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.	*Brown Girl Dreaming (WC)* o Interpret how sensory language impacts the meaning of the text. o Interpret how onomatopoeia impacts the meaning of the text. *I Was a Skinny Tomboy Kid (SG)* o Interpret how different forms of figurative language impact the meaning of the text (simile, metaphor, personification).	*A Blessing (SG)* o Interpret how onomatopoeia impacts the meaning of the text. *The Black Hole of Technology (WC)* o Interpret how repetition impacts the meaning of the text. o Interpret how appealing to emotion impacts the meaning of the text. o Interpret how appealing to reason impacts the meaning of the text.	*A Long Way Home (WC)* o Interpret how different forms of figurative language impact the meaning of the text (metaphor, simile, connotation). o Interpret how technical language impacts the meaning of the text.	
6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. EL.6-8.S2.I-1: determine the meaning of less- frequently occurring words and phrases and content specific words. EL.6-8.S2.I-3 apply context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.	*Michaela DePrince: The War Orphan who Became a Ballerina* (SG) o Explain synonyms /antonyms as a means of gaining understanding of a text.	*My Life With the Chimpanzees (WC)* o Explain synonyms/ antonyms as a means of gaining understanding of a text. *Hachiko, Japan's Most Famous Dog (WC)* o Explain synonyms/antonyms as a means of gaining understanding of a text. *Feathered Friend (WC)* o Explain synonyms/antonyms as a means of gaining understanding of a text.	*A Long Way Home (WC)* o Explain analogy as a means of gaining understanding of a text. *Mission Twinpossible (SG)* o Use the relationship of familiar individual words as a means of gaining understanding of a text.	*Alice's Adventures in Wonderland (SG)* o Use the relationship between two words as a means of gaining understanding of a text. *Jabberwocky (SG)* o Use the relationship between unknown words and syntax (parts of speech) as a means of gaining understanding of a text.
6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).		*Predators (SG)* o Distinguish between the denotation and connotation of words.		*The Phantom Tollbooth, Act I (WC)* o Distinguish between the denotation and nuances of words.
6.L.6 Acquire and use accurately grade-appropriate general academic and	*Calvin and Hobbes (WC)*	*The Internet of Things (WC)*	*Bored…and Brilliant? (SG)* *BBC Science Club: All About Exploration (WC)*	*The Phantom Tollbooth Media (WC)*

domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. EL.6-8.S4.I-3: use grade-appropriate general academic and domain-specific words and phrases. EL.6-8.S5.I-1: adapt language choices and style (includes register) according to purpose, task, and audience. EL.6-8.S5.I-2: use a wide variety of complex general academic and content-specific academic words to precisely express ideas. EL.6-8.S8.I-3: use academic and domain-specific words and phrases to make a claim.	o Determine the meaning of academic vocabulary within context. o Use academic vocabulary when considering a word important to expression. o Identify the meaning of domain-specific vocabulary within context.	o Determine the meaning of academic vocabulary within context. o Use academic vocabulary when considering a word important to expression. o Identify the meaning of domain-specific vocabulary within context.	*Mission Twinpossible (SG)* *Lewis & Clark (SG)* o Determine the meaning of academic vocabulary within context. o Use academic vocabulary when considering a word important to expression. o Identify the meaning of domain-specific vocabulary within context.	o Determine the meaning of academic vocabulary within context. o Use academic vocabulary when considering a word important to expression. o Identify the meaning of domain-specific vocabulary within context.
Speaking and Listening Standards				
6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts and issues, building on others' ideas and expressing their own clearly. 6.SL.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. EL.6-8.S6.I-1: participate in extended conversations and discussions about a variety of topics and texts. EL.6-8.S6.I-4 pose and respond to questions about a variety of topics and texts.	*Brown Girl Dreaming (WC)* *Calvin and Hobbes (WC)* o Read or study required material. o Refer to evidence on topic, text, or issue to probe and reflect on ideas.	*My Life With the Chimpanzees (WC)* *Hachiko, Japan's Most Famous Dog (WC)* o Read or study required material. o Refer to evidence on topic, text, or issue to probe and reflect on ideas.	*Is Our Gain Also Our Loss? (SG)* *A Long Way Home (WC)* o Read or study required material. o Refer to evidence on topic, text, or issue to probe and reflect on ideas.	*Jabberwocky (SG)* o Read or study required material. o Refer to evidence on topic, text, or issue to probe and reflect on ideas.

EL.6-8.S6.I-6: refer to previously read or researched information during collaborative oral and written discussions.				
6.SL.1b Follow rules for collegial discussions, set specific goals and deadlines and define individual roles as needed. EL.6-8.S6.I-3 express own ideas clearly using the rules for discussion.	*Brown Girl Dreaming (WC)* o Follow rules for participation and discussion (e.g.,. take turns; do not repeat ideas; every partner participates).	*My Life With the Chimpanzees (WC)* *Hachiko, Japan's Most Famous Dog (WC)* *Black Cowboy, Wild Horses (SG)* o Follow rules for participation and discussion (e.g., listen carefully and offer positive comments/questions).	*Is Our Gain Also Our Loss? (SG)* o Follow rules for participation and discussion (e.g., assign jobs).	*Jabberwocky (SG)* o Follow rules for participation and discussion (e.g., assign jobs). *Performance Task Unit 4 (SG)* o Follow rules for participation and discussion (e.g., assign roles, make agreed-upon decisions).
6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. EL.6-8.S6.I-4 pose and respond to questions about a variety of topics and texts.	*Brown Girl Dreaming (WC)* *Calvin and Hobbes (WC)* o Pose questions. o Respond to questions with elaboration and detail.	*My Life With the Chimpanzees (WC)* *Monkey Master (SG)* o Pose questions. o Respond to questions with elaboration and detail.		
6.SL.1d Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. EL.6-8.S6.I-5 paraphrase key ideas expressed in collaborative oral and written discussions.	*Brown Girl Dreaming (WC)* *Calvin and Hobbes (WC)* o Review key ideas expressed. o Understand multiple perspectives through reflection and paraphrasing.	*My Life With the Chimpanzees (WC)* o Review key ideas expressed. o Understand multiple perspectives through reflection and paraphrasing.	*A Long Way Home (WC)* o Review key ideas expressed. o Understand multiple perspectives through reflection and paraphrasing.	
6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. EL.6-8.S1.I-4: explain how structure, text type, and other elements impacts the central idea or theme.	*Calvin and Hobbes (WC)* o Using reliable print and digital sources, explain how each contributes to the *topic.*	*The Internet of Things (WC)* o Using information from the video, explain how it contributes to the *topic.*	*A Long Way Home (WC)* o Using the annotated map, explain how it contributes to the *topic* and *text*. *Lewis & Clark (SG)* o Using the annotated timeline, explain how it contributes to the *topic*.	*The Phantom Tollbooth, Act I & II (WC)* *The Phantom Tollbooth Media (WC)* o Using information from the audio, explain how it contributes to the *text*.

6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. EL.6-8.S8.I-1 explain how an author or speaker uses reasons and evidence to support or fail to support a claim. EL.6-8.S8.I-2 determine whether the evidence is sufficient to support the claims.			*Performance Task Unit 3 (SG)* o Rank arguments from least important to most important. o Determine at least two pieces of evidence for each reason. *Performance Task Unit 5 (SG)* o Verify that the claim is supported with convincing evidence.	
6.SL.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. EL.6-8.S3.I-1: deliver oral presentations that include relevant details and examples to develop a topic. EL.6-8.S3.I-5: use precise language and domain-specific vocabulary to inform about or explain the topic. EL.6-8.S4.I-2: supply a reason that supports the opinion and is based on more detailed textual evidence and relevant background knowledge. EL.6-8.S7.I-1 gather information from print and digital provided resources to answer a question. EL.6-8.S9.I-1 introduce and develop an informational topic with facts and details and provide a concluding statement or section when writing and speaking.	*Michaela DePrince: The War Orphan who Became a Ballerina* (SG) o Present a group oral presentation using appropriate eye contact, adequate volume, and clear pronunciation. *Performance Task Unit 1 (SG)* o Present a group oral presentation that *retells a text* using a varying tone and speaking with enthusiasm and liveliness.	*Performance Task Unit 2 (SG)* o Present a group informative multimedia presentation using appropriate eye contact, adequate volume, and clear formal English. *Hachiko, Japan's Most Famous Dog (WC)* o Hold a partner discussion to present brief research, reading clearly and varying tone to give expression. *Feathered Friend (WC)* o Present a short multimedia research project using appropriate eye contact, adequate volume, and clear pronunciation. *The Internet of Things (WC)* o Present an oral report using appropriate eye contact, adequate volume, and clear pronunciation.	*Performance Task Unit 3 (SG)* *Performance Task Unit 5 (SG)* o Present a multimedia presentation using appropriate eye contact, adequate volume, and clear pronunciation, and varying tone as appropriate.	*Jabberwocky (SG)* o Present a dramatic poetry reading OR multimedia presentation using appropriate eye contact, adequate volume, and clear pronunciation. *Performance Task Unit 4 (SG)* o Perform a fictional narrative using appropriate eye contact, adequate volume, gestures,, and expressions.

6.SL.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentation to clarify information.	*Performance Task Unit 1 (SG)* o Create a multimedia presentation to clarify ideas, using video, audio, or images.	*Black Cowboy, Wild Horses (SG)* *Performance Task Unit 2 (SG)* o Create a multimedia presentation to explain a topic. *Feathered Friend (WC)* o Create a short research project to answer a question, using multimedia components.	*Bored…and Brilliant? (SG)* *Performance Task Unit 3 (SG)* o Create a multimedia presentation to explain a topic. *A Long Way Home (WC)* o Create an annotated map to answer questions, using sticky notes, notecards, and text boxes. *BBC Science Club: All About Exploration (WC)* o Create a storyboard to depict key events, using digital tools such as voiceover and/or animation. *Lewis & Clark (SG)* o Create an annotated timeline to present events, using images, maps, photographs, etc. *Performance Task Unit 5 (SG)* o Create a multimedia advertisement to provide a dramatic illustration of the claim, using photographs, illustrations, music, graphics, and/or charts.	*Jabberwocky (SG)* o Create a multimedia presentation to illustrate a poem, using graphics, images, artwork, music, and other multimedia displays. *Performance Task Unit 4 (SG)* o Perform a fictional narrative, using costumes, props, and music.
6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 6 Language standards 1 and 3 for specific expectations). EL.6-8.S5.I-1 adapt language choices and style (includes register) according to purpose, task, and audience.	*Performance Task Unit 1 (SG)* o Emphasize key events and details to describe characters and situations.	*Performance Task Unit 2 (SG)* o Use formal English in presenting ideas.		*The Phantom Tollbooth, Act II (WC)* o Conduct a dramatic reading of a scene, maintaining appropriate eye contact, delivering lines clearly and expressively, using gestures reflected in characters and stage directions, and adjusting speaking tone and volume to match lines.

Quarter Taught				Essential Standards
1	2	3	4	Reading Literature:
X	X	X		6.RL.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.
	X		X	6.RL.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.
X	X	X	X	6.RL.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.
				Reading Informational Text:
X	X	X	X	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
X		X	X	6.RI.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.
X		X	X	6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).
X	X	X		6.RI.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.
	X			6.RI.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.
				Writing:
	X	X		6.W.1 Write arguments to support claims with clear reasons and relevant evidence.
	X	X		6.W.1a Introduce claim(s) and organize the reasons and evidence clearly.
	X	X		6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	X	X		6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	X	X		6.W.1d Establish and maintain a formal style.
	X	X		6.W.1e Provide a concluding statement or section that follows from the argument presented.

Quarter Taught				**Supporting Standards**
1	2	3	4	Reading Literature:
X	X	X	X	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
X	X	X	X	6.RL.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.
X			X	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.
	X		X	6.RL.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.
X		X		6.RL.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.
X	X	X	X	6.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
				Reading Informational Text:
	X			6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
X	X			6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	X	X		6.RI.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.

X	X			6.RI.9 Compare and contrast one author's presentation of events with that of another author.
X	X	X	X	6.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.
				Writing:
X	X	X	X	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
X	X	X	X	6.W.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.
X	X	X	X	6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
X	X	X	X	6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
X	X	X		6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
X	X	X		6.W.2e Establish and maintain a formal style.
X	X	X		6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.
X	X	X	X	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
X	X	X	X	6.W.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.
X		X	X	6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
X			X	6.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
X		X	X	6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
X			X	6.W.3e Provide a conclusion that follows from the narrated experiences or events.
X	X	X	X	6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.(Grade-specific expectations for writing types are defined in standards 1–3 above.)
	X	X	X	6.W.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.)
	X	X	X	6.W.6 Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.
X	X	X	X	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	X	X	X	6.W.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.
X	X	X		6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. _ 6.W.9a Apply grade 6 reading standards to literature.
X	X	X		6.W.9b Apply grade 6 reading standards to informational text and nonfiction.
X	X	X	X	6.W.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.
				Language:
X	X	X	X	6.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
X	X			6.L.1a Ensure that pronouns are in the proper case (subjective, objective, and possessive).
X				6.L.1b Use intensive pronouns (e.g., myself, ourselves).
			X	6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.
			X	6.L.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
	X	X	X	6.L.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.
X	X			6.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

	X		X	6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
X	X			6.L.2b Use correct spelling.
X				6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
X			X	6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.
		X		6.L.3b Maintain consistent style and tone.
X		X		6.L.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.
X	X	X	X	6.L.4a Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
X	X	X	X	6.L.4b 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.
X	X	X	X	6.L.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.
X	X	X		6.L.4d Verify the preliminary determination of the meaning of a word or phrase.
X	X	X		6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 6.L.5a Interpret figures of speech (e.g., personification) in context.
X	X	X	X	6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	X		X	6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
X	X	X	X	6.L.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.
				Speaking and Listening:
X	X	X	X	6.SL.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts and issues, building on others' ideas and expressing their own clearly. 6.SL.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.
X	X	X	X	6.SL.1b Follow-agreed upon rules for collegial discussions, set specific goals and deadlines and define individual roles as needed.
X	X			6.SL.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
X	X	X		6.SL.1d Review key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
X	X	X	X	6.SL.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.
		X		6.SL.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
X	X	X	X	6.SL.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.
X	X	X	X	6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentation to clarify information.
X	X		X	6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

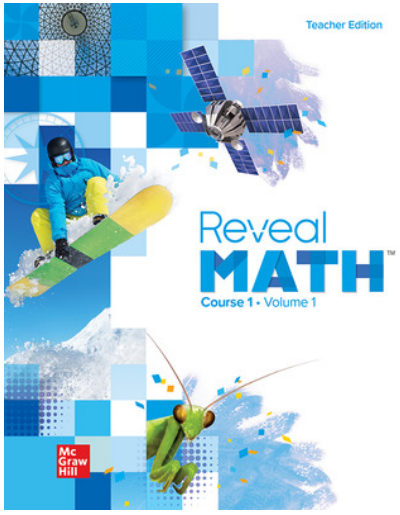
Glendale Elementary School District

23-24 MATH PACING GUIDE

6th Grade

By the end of sixth grade, students will be able to...

- **Develop competency of division of whole numbers and fractions and extend the notion of number to the system of rational numbers.**
  - Students develop fluency with division of whole numbers and extend their understanding to division of fractions. Students extend their previous understanding of numbers and the ordering of numbers to the system of rational numbers, which includes integers and negative fractions with denominators of 2, 3, 4, 5, 10. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.
- **Develop understanding of ratio and rate and use multiplicative reasoning to solve ratio and rate problems.**
  - Students use multiplicative reasoning to solve ratio and rate problems. This extends their knowledge of multiplication, division, and fractions as the foundation for proportional reasoning that begins in 7th grade. Students utilize multiple types of representations to demonstrate their understanding of the relationship between two quantities represented in a ratio or rate.
- **Develop understanding of expressions, equations and inequalities.**
  - Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions , and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as 3x = y) to describe relationships between quantities.

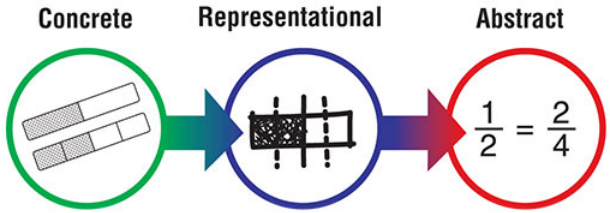


- **Fluently divide multi-digit numbers using a standard algorithm.**
- **Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.**
- **Write, read, and evaluate algebraic expressions.**

The GESD Pacing Guides were created by a panel of Teachers and Achievement Advisors with the additional input and guidance from Principals and Assistant Principals. The GESD Pacing Guides are revised yearly through feedback and committee work. Thank you for all input and support.

Scope and Sequence Quick Links

- Comprehensive Mathematics Block (90 minutes)
- Year-Long Standards Overview
- Quarter 1



Collaborative Team Planning Support Links

Curriculum/Standard Resources	Assessment Resources	Teacher Knowledge	Additional Supports:
Reveal Math Online	Benchmark Blueprints	Pocket PD: By GESD for GESD	Virtual Manipulatives
Math Flip Book	Galileo Supports Log into Galileo and click on GESD Support Materials	Learning Cycle PDF	Virtual/Technology Tools
Van De Walle Supports	ADE Item Specifications, Test Blueprints	Number Talks	Curriculum and Instruction Support Website
Arizona Department of Education Math Website		Mathematical Practices: Explained by Grade Level	Do the Math Supports

Arizona Mathematics Standards (adopted December 2016)

What the Arizona Mathematics Standards Are

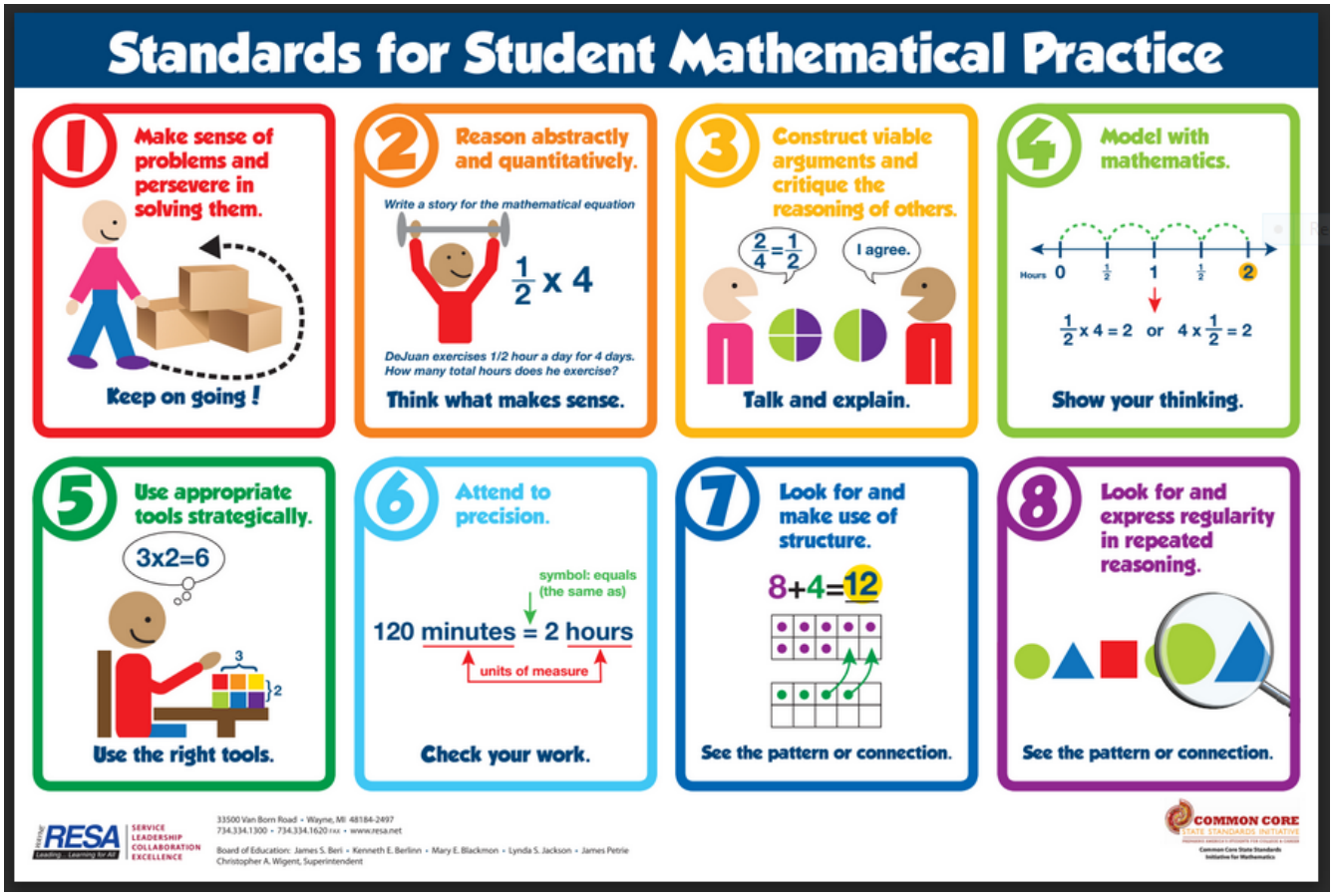
The Arizona Mathematics Standards define the knowledge, understanding, and skills that need to be taught and learned so all students are ready to succeed in credit-bearing, college-entry courses and/or in the workplace. The Arizona Mathematics Standards are the foundation to guide the construction and evaluation of mathematics programs in Arizona K-12 schools and the broader Arizona community.

- Focused in coherent progressions across grades K-12
- Aligned with college and workforce expectations
- Inclusive of rigorous content and applications of knowledge through higher-order thinking
- Research- and evidence-based

Understanding in Mathematics

When a student understands a mathematical concept, they move fluidly between the concrete and abstract. There is evidence they are able to make sense of and justify mathematical connections. Evidence of understanding includes connections among:

- Verbal or written reasoning
- Pictorial representations
- Real-world application
- Procedures/Computation



Comprehensive Mathematics Block (90 minutes)

Students are developing fluency in representation, connections, reasoning & proof, problem solving, and communication of mathematics.
Math Attitude is developed and reinforced in every lesson, ensuring that students make sense of mathematics and persevere.

		Teacher Actions	Student Actions	Resources Utilized
FLUENCY (15 minutes) *Purpose: Students increase flexibility, efficiency, and accuracy in computation and procedures. Conceptual understanding and strategies are the foundations on which fluency is built.*		• Model mental math strategies • Think aloud math strategies • Question using a variety of DOK levels • Explicitly teach appropriate mathematical strategies and formulas • Provide feedback on progress	• Utilize mental math strategies • Write out strategies to show procedural knowledge • Answer a variety of DOK 1-4 questions • Share mathematical strategies and thinking • Use feedback to set goals for improvement	• Number Talks • Socratic Seminar • Turnaround Problem (answer given, students come up with the question)
WHOLE GROUP INSTRUCTION (25 minutes)	**Conceptual Understanding** *Purpose: Students develop mathematical understanding (Instructional Continuum).* OR	• Explicitly teach academic vocabulary • Explicitly model the thinking and strategy used • Guide students through practicing the use of the strategy and offer specific feedback • Guide students through independent practice with appropriate tools • Ask a variety of DOK 1-4 questions throughout instruction • Intentional spiral review implementing previous skills learned	• Use strategies to learn the academic vocabulary and use it in discussions • Utilize the appropriate strategy to solve the problem • Use feedback to redirect actions as needed • Practice the strategies and skills using the appropriate tools • Answer a variety of DOK 1-4 questions • Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	• Reveal Math • Mathematical Practice standards (as appropriate for lesson)
	Problem Solving *Purpose: Students utilize mathematical knowledge to solve real-life problems and investigate mathematics.*	• Pose problem/situation • Scaffold independent practice with think-alouds • Label strategies used • Intentional spiral review implementing previous skills learned	• Read and understand the problem/situation • Utilize knowledge of appropriate strategies and skills to determine next steps • Label strategies used • Utilize strategies to check for reasonableness of solution (i.e. UPS-Check)	• Reveal Math • Van de Walle
SMALL GROUP INSTRUCTION (40 minutes) *Purpose: Students practice mathematical skills, concepts and/or strategies with strategic support or with enrichment.*		• Identify skill gaps of students using ongoing assessments • Prompt and reinforce mathematical behaviors • Model math strategies and the flexibility to choose between strategies • Create groups by Skill, Concept, or Strategy	• Practice foundational math skills • Monitor comprehension and select strategies to increase understanding • Extend grade level understanding and link to upcoming standards	• Reveal Math supplements • Van de Walle • Do the Math • Do the Math Now
COGNITIVE CLOSURE (10 minutes) *Purpose: Students cognitively process learning in order to focus on what was learned, whether it made sense, and if it had meaning.*		• Summarize and synthesize the learning process and skills obtained • Connect the concepts, skills, or strategies to a real world application • Connect the concepts, skills, or strategies to other learning through transfer • Give an End-of-Lesson Assessment (i.e. Exit Ticket, Journal-Writing, etc.)	• Summarize and synthesize the learning process and skills obtained • Reflect on the learning process and connect the learning to a real world application • Complete an End-of-Lesson Assessment	• Exit tickets • Math Journals • Common Formative Assessments

Year-Long Standards Overview

Mathematical Practices – To be embedded into every lesson

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Key:
➠ Grade-Level Guaranteed Standards
Essential Standards
Supporting Standards
Linked to ADE item specifications

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Module 1: Ratios and Rates 6.RP.A.1 ➠6.RP.A.3 (a, b, d) 6.RP.A.2 **Module 3: Compute with Multi-Digit Numbers and Fractions** ➠6.NS.B.2 ➠6.NS.B.3 6.NS.A.1	**Module 2: Fractions, Decimals, and Percents** ➠6.RP.A.3 **Module 4: Integers, Rational Numbers, and the Coordinate Plane** 6.NS.C.5 6.NS.C.6 6.NS.C.7 6.NS.C.8 **Module 5: Numerical and Algebraic Expressions** 6.EE.A.1 ➠6.EE.A.2 6.EE.B.6 6.NS.B.4 ➠6.EE.A.3 6.EE.A.4	**Module 6: Equations and Inequalities** 6.EE.B.5 6.EE.B.6 ➠6.EE.B.7 6.EE.B.8 **Module 7: Relationship Between Two Variables** 6.EE.C.9 **Module 8: Area** 6.G.A.1 ➠6.EE.A.2 (revisited) 6.G.A.3	**Module 9: Volume and Surface Area** 6.G.A.2 6.G.A.4 **Module 10: Statistical Measures and Displays** 6.SP.A.1 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5
Spiral Review: ➠5.NF.B.4 ➠5.NBT.B.7	**Spiral Review:** ➠6.RP.A.3 (a, b, d) ➠6.NS.B.2*/➠6.NS.B.3* * Use standard algorithm for quick spiral review	**Spiral Review:** ➠6.EE.A.2 ➠6.EE.A.3 ➠6.RP.A.3	**Spiral Review:** ➠6.EE.B.7 ➠6.EE.A.2

Quarter 1 Module 1: Ratios and Rates

Use ratio and rate reasoning to solve real world and mathematical problems.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.RP.A.1 **Understand the concept of a ratio as comparing two quantities multiplicatively or joining/composing the two quantities in a way that preserves a multiplicative relationship. Use ratio language to describe a ratio relationship between two quantities.** *For example, "There were 2/3 as many men as women at the concert."*	➠**6.RP.A.3** **Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).** **a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.** **b. Solve unit rate problems including those involving unit pricing and constant speed.** **~~c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.~~** **d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."* *Note: Expectations for unit rates in this grade are limited to non-complex fractions.*
★ Recognize correct ratio notation (1:2, 1 to 2, 1/2) for a given ratio relationship - items should focus on notation, meaning that all options should contain the same numbers ★ Represent a ratio relationship described in situational contexts or shown in tape diagrams, double number line diagrams, or graphics, etc. using ratio notation or descriptions ★ Distinguish between part-to-part and part-to-whole ratio relationships described in situational contexts or shown in tape diagrams, double number line diagrams, or graphics, etc. using ratio notation or descriptions	★ Generate tables of equivalent ratios (a,b) ★ Plot ordered pairs of equivalent ratios (a) ★ Solve a unit rate problem by finding a missing quantity based on that unit rate (b) ★ Given a unit rate, add to a set to create an equivalent ratio ★ Find a total quantity from a given quantity that is a percent of the whole (c) ★ Apply a unit rate as a conversion factor to transform units when multiplying or dividing quantities (d) ★ Given two criteria based on unit rates (part-to-part and/or part-to-whole), create a set of objects that satisfies both criteria	★ Identify unit rates ★ Find the unit rate given a ratio or ratio relationship expressed as a tape diagram or double number line diagram ★ Solve word problems where the solution is in terms of a unit rate

Q1 Spiral Review:

➠**5.NF.B.4** - **Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.**

a. Interpret the product (a/b) x q as a part of a partition of q into b equal parts. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation.

b. Interpret the product of a fraction multiplied by a fraction (a/b) x (c/d). Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show (2/3) x (4/5) = 8/15, and create a story context for this equation. In general, (a/b) x (c/d) = ac/bd.

c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

➠**5.NBT.B.7** - **Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.**

GESD PROVIDED RESOURCES: Reveal Math Lessons 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 ★ Flipbook: Pg. 5, 8, 19 ★ *Supplement with Teaching Student-Centered Mathematics Van de Walle Pgs. 226-230*

Quarter 1 Module 3: Compute with Multi-Digit Numbers and Fractions

Compute with multi digit numbers and fractions.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.NS.B.2	6.NS.B.3	6.NS.A.1
Fluently divide multi-digit numbers using the standard algorithm.	**Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.**	**Interpret and compute quotients of fractions to solve mathematical problems and problems in real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem.** ***For example, create a story context for 2/3 ÷ 3/4 and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that 2/3 ÷ 3/4 = 8/9 because 3/4 of 8/9 is 2/3. In general, a/b ÷ c/d = ad/bc.***
★ Calculate the quotient of 2 numbers	★ Perform calculations involving all 4 operations	★ Calculate the quotient of two fractions or a non-unit fraction and whole number ★ Use context cues from a story to represent or calculate the quotient of two fractions or a non-unit fraction and whole number

Q1 Spiral Review:

5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.

a. Interpret the product (*a*/*b*) x *q* as *a* part of a partition of *q* into *b* equal parts. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation.

b. Interpret the product of a fraction multiplied by a fraction (*a*/*b*) x (*c*/*d*). Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show (2/3) x (4/5) = 8/15, and create a story context for this equation. In general, (*a*/*b*) x (*c*/*d*) = *ac*/*bd*.

c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.

GESD PROVIDED RESOURCES: Reveal Math Lessons 3-1 3-2 3-3 3-4 3-5 ★ Flip books: pg. 13, 16, 18

Quarter 2 Module 2: Fractions, Decimals, and Percents

The relationship between fractions, decimals, and percents, and apply that relationship to finding the percent of a number.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

➠**6.RP.A.3**

Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed.

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities

★ Generate tables of equivalent ratios (a,b)
★ Plot ordered pairs of equivalent ratios (a)
★ Solve a unit rate problem by finding a missing quantity based on that unit rate (b)
★ Given a unit rate, add to a set to create an equivalent ratio
★ Find a total quantity from a given quantity that is a percent of the whole (c)
★ Apply a unit rate as a conversion factor to transform units when multiplying or dividing quantities (d)
★ Given two criteria based on unit rates (part-to-part and/or part-to-whole), create a set of objects that satisfies both criteria

Q1 Spiral Review:

➠**5.NF.B.4 - Apply and extend previous understandings of multiplication to multiply a fraction by a whole number and a fraction by a fraction.**

a. Interpret the product $(a/b) \times q$ as a part of a partition of q into b equal parts. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation.

b. Interpret the product of a fraction multiplied by a fraction $(a/b) \times (c/d)$. Use a visual fraction model and create a story context for this equation. For example, use a visual fraction model to show $(2/3) \times (4/5) = 8/15$, and create a story context for this equation. In general, $(a/b) \times (c/d) = ac/bd$.

c. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

➠**5.NBT.B.7 - Add, subtract, multiply, and divide decimals to hundredths, connecting objects or drawings to strategies based on place value, properties of operations, and/or the relationship between operations. Relate the strategy to a written form.**

GESD PROVIDED RESOURCES: Reveal Math Lessons 2-1, 2-2, 2-3, 2-4, 2-5, 2-6 ★ Flip books: pg 9

Quarter 2 Module 4: Integers, Rational Numbers, and the Coordinate Plane

Graph integers and rational numbers on number lines and on the coordinate plane.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.NS.C.5	6.NS.C.6	6.NS.C.7	6.NS.C.8
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world context, explaining the meaning of 0 in each situation.	Understand that a rational number can be represented as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line. b. Write, interpret, and explain statements of order for rational numbers in real-world context. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world context. d. Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.	Solve mathematical problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
★ Identify a rational number which represents a given situation ★ Interpret a rational number in terms of a context	★ Locate rational numbers on the number line ★ Plot points on the coordinate plane ★ Identify the opposite of a number, including the opposite of a negative number	★ Compare integers in terms of relative locations on the number line ★ Compare values of rational numbers in a context ★ Order rational numbers ★ Compare integers and absolute value of integers in terms of relative locations on the number line ★ Distinguish between order and magnitude of rational numbers ★ Compare integers and/or absolute values of integers for abstract values represented by variables	★ Identify the location of a point that is a specified distance from another point ★ Calculate the distance between two points ★ Solve problems related to location and distance in the coordinate plane

Q2 Spiral Review:

➡**6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).**

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

➡**6.NS.B.2 * Fluently divide multi-digit numbers using the standard algorithm**

GESD PROVIDED RESOURCES: Reveal Math Lessons 4-1 4-2 4-3 4-4 4-5 4-6 4-7 ★ Flip books: pg. 22, 23 ★ Supplement with *Teaching Student- Centered Mathematics Van de Walle Pgs. 205-210; Connected Mathematics Accentuate the Negative" Investigations 1 & 5*

Quarter 2 Module 5: Numerical and Algebraic Expressions

Write and evaluate numerical and algebraic expressions.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	➡**6.EE.A.2** **Write, read, and evaluate algebraic expressions.** **a. Write expressions that record operations with numbers and variables.** **b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.** **c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).**	6.EE.B.6 Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.
★ Evaluate numeric expressions involving whole number exponents ★ Create expressions using whole number exponents	★ Identify parts of an expression using mathematical terms ★ Evaluate given expressions, including real-world formulas, with variables by substituting numeric values ★ Create, and also possibly evaluate, expressions with variables by analyzing the context	★ Construct an expression that represents a situation ★ Explain or choose what a variable in an expression represents in a real world context
6.NS.B.4 **Use previous understanding of factors to find the greatest common factor and the least common multiple.** **a. Find the greatest common factor of two whole numbers less than or equal to 100.** **b. Find the least common multiple of two whole numbers less than or equal to 12.** **c. Use the Distributive Property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.** ***Example: express 36 + 8 as 4(9+2).***	➡**6.EE.A.3** **Apply the properties of operations to generate equivalent expressions.** *For example, apply the Distributive Property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.*	6.EE.A.4 Identify when two expressions are equivalent. *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
★ Identify the Greatest Common Factor (GCF) or Least Common Multiple (LCM) of two numbers given. ★ Identify equivalent expressions that express the same sum.	★ Given an expression, construct an equivalent expression	★ Identify which expressions are equivalent ★ Determine that two expressions are equivalent by substitution

Q2 Spiral Review:
➡**6.RP.A.3 Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).**

c. **Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.**
d. **Solve unit rate problems including those involving unit pricing and constant speed.**
e. **Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.**

➠ **6.NS.B.2 * Fluently divide multi-digit numbers using the standard algorithm**

GESD PROVIDED RESOURCES: Reveal Math Lessons 5-1 5-2 5-3 5-4 5-5 5-6 5-7 ★ Flip books: pg. 32, 34, 36, 37, 41 ★ Supplement with *About Teaching Mathematic A K-8 Resource 3rd Edition Marilyn Burns Pgs. 144-156*

Quarter 3 Module 6: Equations and Inequalities

How are the solutions of equations and inequalities different?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.EE.B.5	6.EE.B.6	➠6.EE.B.7	6.EE.B.8
Understand solving an equation or inequality as a process of reasoning to find the value(s) of the variables that make that equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.	**Solve mathematical problems and problems in real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ for cases in which p, q and x are all non-negative rational numbers.**	**Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.**
★ Choose which value(s) satisfy an inequality ★ Choose a set of numbers which contains only solutions to an inequality ★ Determine the value of an expression that makes the equation true	★ Construct an expression that represents a situation ★ Explain or choose what a variable in an expression represents in a real world context	★ Solve one-step linear equations ★ Given a simple context, write and/or solve one step linear equations ★ Write and/or solve one step linear equations where the given information can be simplified to a form given in the standard	★ Write an inequality that represents a constraint or condition in a mathematical problem ★ Relate a graph to an inequality or a description ★ Represent a constraint or condition in a real-world or mathematical problem on a number line ★ Write an inequality that represents a constraint or condition in a real-world problem

Q3 Spiral Review:

➠6.EE.A.2 Write, read, and evaluate algebraic expressions.

a. Write expressions that record operations with numbers and variables.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.

c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

➠6.EE.A.3 – Apply the properties of operations to generate equivalent expressions.

➠6.RP.A.3 – Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.

b. Solve unit rate problems including those involving unit pricing and constant speed.

c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.

d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math Lessons 6-1 6-2 6-3 6-4 6-5 6-6 ★ Flip books: pg. 39, 41, 42, 44 ★ Supplement with *Teaching Student- Centered Mathematics Van de Walle Pgs. 278-285*; *Engage NY Module 4 Lesson 33, 34*
MANIPULATIVES: Foldable Study Organizers (FL1)

Quarter 3 Module 7: Relationship Between Two Variables

What are the ways in which a relationship between two variables can be displayed?

ARIZONA STANDARDS AND TASK DEMANDS -

6.EE.C.9

Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

★ Identify or model the relationship between an independent and a dependent variable by constructing or referring to a graph or a table, or by reviewing an equation
★ Construct an equation that represents the relationship between the independent and dependent variables in a context or from a graph or table

Q3 Spiral Review

➠6.EE.A.2 Write, read, and evaluate algebraic expressions.
a. Write expressions that record operations with numbers and variables.
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.
c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
➠6.EE.A.3 – Apply the properties of operations to generate equivalent expressions.
➠6.RP.A.3 – Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
b. Solve unit rate problems including those involving unit pricing and constant speed.
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math Lessons 7-1 7-2 7-3 7-4 ★ Flip books: pg. 45

MANIPULATIVES:

Quarter 3 Module 8: Area

How are the areas of triangles and rectangles used to find the areas of other polygons?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.	➠**6.EE.A.2** (revisited) **Write, read, and evaluate algebraic expressions.** **a. Write expressions that record operations with numbers and variables.** **b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.** **c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).**	6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques to solve mathematical problems and problems in a real-world context.
★ Find the area of a shape (by composing/decomposing) ★ Create an expression with an unknown to model the area of a shape as a composition/decomposition of rectangles and/or right triangles	★ Identify parts of an expression using mathematical terms ★ Evaluate given expressions, including real-world formulas, with variables by substituting numeric values ★ Create, and also possibly evaluate, expressions with variables by analyzing the context	★ Draw a polygon on the coordinate plane given the coordinates that represent each of its vertices ★ Find the side length or perimeter of a polygon whose sides are parallel to the axes and its vertices are given as ordered pairs ★ Identify the visual shape that is created if a set of given points would be plotted on a coordinate plane ★ Compose a polygon when given some of its vertices and the name of the polygon ★ Compose a polygon when given some of its vertices and other constraints which require strategic planning (such as perimeter, side lengths, area)

Q3 Spiral Review:

➠6.EE.A.2 Write, read, and evaluate algebraic expressions.
a. Write expressions that record operations with numbers and variables.
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.
c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

➠6.EE.A.3 – Apply the properties of operations to generate equivalent expressions.

➠6.RP.A.3 – Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).
a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
b. Solve unit rate problems including those involving unit pricing and constant speed.
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation.
d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

GESD PROVIDED RESOURCES: Reveal Math Lessons 8-1 8-2 8-3 8-4 8-5 ★ Flip books: pg. 34, 48, 53

MANIPULATIVES:

Quarter 4 Module 9 : Volume and Surface Area

How can you describe the size of a three-dimensional figure?

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.G.A.2 **Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Understand and use the formulas *V = l • w • h* and *V = B • h* (where *B* is the area of the base; *l • w*) to find volumes of right rectangular prisms with fractional edge lengths in problems and problems in real-world context.** **Note: 6.G.A.2 does not pertain to cylinders. This is introduced in 8th grade.*	6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context
★ Find the volume of a right rectangular prism given its fractional dimensions ★ Find the volume of a right rectangular prism when the number of unit cubes packed in it and their unit fraction edge length is given ★ Find the edge lengths (and volume) of a rectangular prism given the number of unit cubes packed in the prism and their fractional edge length.	★ Match net(s) to 3-D figure(s) ★ Identify the set of shapes that can be arranged to form a net of a given 3-D figure ★ Find the surface area of a 3-D figure given its net ★ Draw a net of a given 3-D figure. ★ Create an expression with one unknown to model the surface area of a solid ★ Given the surface area, net, and all but one dimension of a 3-D figure, determine the unknown dimension

Q4 Spiral Review:

➠**6.EE.B.7 Solve mathematical problems and problems in real-world context by writing and solving equations of the form *x + p = q*, *x – p = q*, *px = q*, and *x/p = q* for cases in which *p*, *q* and *x* are all non-negative rational numbers.**

➠**6.EE.A.2 Write, read, and evaluate algebraic expressions.**

a. Write expressions that record operations with numbers and variables.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.

c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

GESD PROVIDED RESOURCES: Reveal Math Lessons 9-1 9-2 9-3 9-4 ★ Flip books: pg. 51, 55

MANIPULATIVES:

Quarter 4 Module 10: Statistical Measures and Displays

Find and use statistical measures.

ARIZONA STANDARDS AND TASK DEMANDS - Click on the link to see the content limits, context, common assessment format, and performance descriptors.

6.SP.A.1	6.SP.A.2	6.SP.A.3	6.SP.B.4	6.SP.B.5
Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*	**6.SP.A.2** (introduce statistical concepts as they apply to real-world concepts in G, EE, and RP standards) Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation uses a single number to describe the spread of the data set.	Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.	Summarize numerical data sets in relation to their context by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
★ Recognize whether questions are statistical in nature	★ Identify features, such as symmetry, clusters, peaks, and gaps, or common shapes and patterns of a set of data or data display ★ Interpret features, such as symmetry, clusters, peaks, and gaps, or common shapes and patterns of a set of data or data display	★ Distinguish between situations where data is summarized by its measure of center (mean or median) or its variation (range, interquartile range, mean absolute deviation) (Context is allowed) ★ Apply understanding of the qualitative properties of measures of center and/or variation (Context is required)	★ Identify the graph(s) for a given set of data ★ Determine the best and/or appropriate type(s) of graph(s) to display data sets ★ Create number lines, dot plots, histograms, and/or box plots to display given data	★ Identify measures of center and variability from a given graph ★ Identify the center/spread of data set ★ Identify the number of observations from a data set ★ Solve problems involving measures of center and spread ★ Describe overall pattern of a data set including clusters, peaks, and gaps in distributions, within a context ★ Create or complete data sets given certain attributes and information about spread of data and/or measure of center ★ Draw conclusions about a data set and select the most appropriate measure to answer a question

Q4 Spiral Review:

➠**6.EE.B.7 Solve mathematical problems and problems in real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ for cases in which p, q and x are all non-negative rational numbers.**

➠**6.EE.A.2 Write, read, and evaluate algebraic expressions.**

a. Write expressions that record operations with numbers and variables.

b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.

c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
GESD PROVIDED RESOURCES: Reveal Math Lesson 10-4 10-5 10-6 10-7 ★ Flip books: pg. 57, 59, 66 ★ Supplement with *Teaching Student- Centered Mathematics Van de Walle Pgs. 369-379*

Quarter Taught				**Essential Standards(➠Grade Level Guaranteed Standards)**
1	2	3	4	Ratios and Proportions (RP):
X				**6.RP.A.1** – Understand the concept of a ratio as comparing two quantities multiplicatively or joining/composing the two quantities in a way that preserves a multiplicative relationship. Use ratio language to describe a ratio relationship between two quantities.
X	X			➠**6.RP.A.3** – Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations). a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity). Solve percent problems with the unknown in all positions of the equation. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
				The Number System (NS):
X				**6.NS.A.1** – Interpret and compute quotients of fractions to solve mathematical problems and problems in real-world context involving division of fractions by fractions using visual fraction models and equations to represent the problem.
X	X			➠**6.NS.B.2** – Fluently divide multi-digit numbers using the standard algorithm.
X	X			➠**6.NS.B.3** – Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.
	X			**6.NS.B.4** – Use previous understanding of factors to find the greatest common factor and the least common multiple. a. Find the greatest common factor of two whole numbers less than or equal to 100. b. Find the least common multiple of two whole numbers less than or equal to 12. c. Use the Distributive Property to express a sum of two whole numbers 1 to 100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
				Expressions and Equations (EE):
	X	X	X	➠**6.EE.A.2** – Write, read, and evaluate algebraic expressions. a. Write expressions that record operations with numbers and variables. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).
	X	X		➠**6.EE.A.3** – Apply the properties of operations to generate equivalent expressions.
		X	X	➠**6.EE.B.7** – Solve mathematical problems and problems in real-world context by writing and solving equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ for cases in which p, q and x are all non-negative rational numbers.
		X		**6.EE.B.8** – Write an inequality of the form $x > c$, $x < c$, $x \geq c$, or $x \leq c$ to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.
		X		**6.EE.C.9** – Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
				Geometry (G):
			X	**6.G.A.2** – Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Understand and use the formula $V = B \times h$, where in this case, B is the area of the base ($B = l \times w$) to find volumes of right rectangular prisms with fractional edge lengths in mathematical problems and problems in real-world context.
				Statistics and Probability (SP):
			X	**6.SP.A.1** Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.

Quarter Taught				Supporting Standards
1	2	3	4	Ratios and Proportions (RP):
X				6.RP.A.2 – Understand the concept of a unit rate a/b associated with a ratio $a : b$ with $b \neq 0$, and use rate language (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. (Complex fraction notation is not an expectation for unit rates in this grade level.)
				The Number System (NS):
	X			6.NS.C.5 – Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world context, explaining the meaning of 0 in each situation.
	X			6.NS.C.6 – Understand a rational number can be represented as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
	X			6.NS.C.7 – Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line. b. Write, interpret, and explain statements of order for rational numbers in real-world context. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in real-world context. d. Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.
	X			6.NS.C.8 – Solve mathematical problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
				Expressions and Equations (EE):
		X		6.EE.A.1 – Write and evaluate numerical expressions involving whole-number exponents.
		X		6.EE.A.4 – Identify when two expressions are equivalent.
		X		6.EE.B.5 – Understand solving an equation or inequality as a process of reasoning to find the value(s) of the variables that make that equation or inequality true. Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
		X		6.EE.B.6 – Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.
				Geometry (G):
			X	6.G.A.1 – Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.
			X	6.G.A.3 – Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques to solve mathematical problems and problems in a real-world context.
X			X	6.G.A.4 – Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.
				Statistics and Probability (SP):
			X	6.SP.A.2 – Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.
	X		X	6.SP.A.3 – Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation uses a single number to describe the spread of the data set.
	X		X	6.SP.B.4 – Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.
	X		X	6.SP.B.5 – Summarize numerical data sets in relation to their context by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

Glendale Elementary School District

23-24 6th Grade

SCIENCE PACING GUIDE

Focus on Patterns; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter

By the end of sixth grade, students apply their understanding of how matter and energy relate to atoms, the solar system, and ecosystems. Students will develop an understanding of the nature of matter and the role of energy transformation. Students will also deepen their understanding of scales, patterns, and properties of matter, the solar system, and ecosystems. Student investigations focus on collecting and making sense of observational data and measurements using the science and engineering practices: ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, and communicate information. While individual lessons may include connections to any of the crosscutting concepts, the standards in sixth grade focus on helping students understand phenomena through patterns; scale, proportion, and quantity; systems and system models; and energy and matter.

Core Ideas for Knowing Science:

Physical Science

- P1: All matter in the Universe is made of very small particles.
- P2: Objects can affect other objects at a distance.
- P3: Changing the movement of an object requires a net force to be acting on it.
- P4: The total amount of energy in a closed system is always the same but can be transferred from one energy store to another during an event.

Earth and Space Science

- E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.
- E2: The Earth and our solar system are a very small part of one of many galaxies within the Universe.

Life Science

- L1: Organisms are organized on a cellular basis and have a finite life span.
- L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.
- L3: Genetic information is passed down from one generation of organisms to another.
- L4: The unity and diversity of organisms, living and extinct, is the result of evolution

Core Ideas for using Science:

- U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.
- U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
- U3: Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

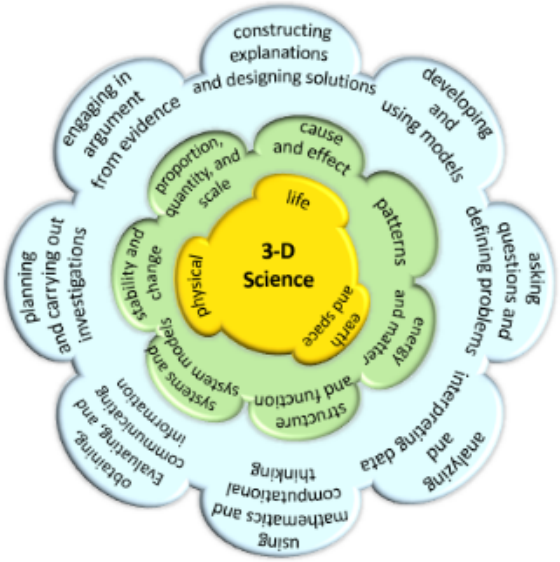
Science and Engineering Practices:

- ask questions and define problems
- develop and use models
- plan and carry out investigations
- analyze and interpret data
- use mathematics and computational thinking
- construct explanations and design solutions
- engage in argument for evidence
- obtain, evaluate, and communicate information

Crosscutting Concepts:

- Patterns
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

Bold concepts are a focus for this grade level. Go to http://bit.ly/CrossCutk8 for detailed information about crosscutting concepts.



Year-at-a-Glance

McGraw Hill correlates the instructional units to the NGSS standards. The 6th grade Arizona Standards are covered through the NGSS standards within the 6-8 grade band. **A crosswalk that articulates when each state standard is covered is linked here.**

When implemented with fidelity, 6th-8th grade students will have received the needed curriculum prior to the AzSci assessment that is administered in 6th grade.

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Earth and Space: Outerspace 6.E2U1.7 6.ESU1.8 6.E2U1.9 6.E2U1.10	**Physical Science: Matter** 6.P1U1.1 6.P1U1.2 6.P1U1.3 8.P1U1.2 8.P4U2.5	**Life Science: Ecosystems** 8.P4U2.5 6.L2U1.13 7.L2U1.12	**Earth and Space: Humans Impact** 8.E1U3.8
Inspire Science Suggested Resource: **Earth and Space Unit 1:** Exploring Space **Module 1: The Sun-Earth-Moon System** Lesson 1 Earth's Motion Around the Sun Lesson 2 Lunar Phases Lesson 3 Eclipses **Module 2: Exploring the Universe** Lesson 1 Gravity and the Universe Lesson 2 The Solar System	Inspire Science Suggested Resource: **Physical Science Unit 3:** Understanding Matter **Module 1: Energy and Matter** Lesson 1 Particles in Motion Lesson 2 States of Matter Lesson 3 Thermal Energy Transfers **Module 2: Classification and States of Matter** Lesson 1 Energy and States of Matter Lesson 2 Changes in Temperature Lesson 3 States of Matter Lesson 4 Molecular Structure	Inspire Science Suggested Resource: **Life Science Unit 1:** Interacting with Ecosystems **Module 1: Matter and Energy in Ecosystems** Lesson 1 Photosynthesis and Cellular Respiration Lesson 2 Flow of Energy Lesson 3 Cycling of Matter **Module 2: Dynamic Ecosystems** Lesson 1 Resources in Ecosystems Lesson 2 Interactions Within Ecosystems Lesson 3 Changing Ecosystems **Module 3: Biodiversity in Ecosystems** Lesson 1 Benefits of Biodiversity Lesson 2 Maintaining Biodiversity	Inspire Science Suggested Resource: **Earth and Space Unit 3:** Impacts of the Environment **Module 1: Human Impact on Environment** Lesson 1 Impact on Land Lesson 2 Impact on Water Lesson 3 Impact on the Atmosphere Lesson 4 Impact on Climate **Module 2: Earth and Human Activity** Lesson 1 Human Population Growth Lesson 2 People and the Environment

AzSCI will be administered in 8th grade (equally covering domains from Grade 6/=7/8 standards). ADE AzSCI Test Website

Need Collaborative Kit Refill Materials: CLICK HERE to Order

Quarter 1: Exploring Space

6.E2U1.7	6.E2U1.7 Use ratios and proportions to analyze and interpret data related to scale, properties, and relationships among objects in our solar system.
6.E2U1.8	6.E2U1.8 Develop and see models to explain how constellations and other night sky patterns appear to move due to Earth's rotation and revolution.
6.E2U1.9	6.E2U1.9 Develop and use models to construct an explanation of how eclipses, moon phases, and tides occur within the Sun-Earth-Moon system.
6.E2U1.10	6.E2U1.10 Use a model to show how the tilt of Earth's axis causes variations in the length of the day and gives rise to seasons.
Three-Dimensional Learning:	The following SEPs, DCIs, and CCCs build to the Module Performance Expectations ★ SEP Developing and using models, Analyzing and Interpreting Data ★ DCI The Universe and its stars, Earth and the Solar System ★ CCC Patterns, Scale/Proportion/Quantity, Systems/System Models

Earth and Space Unit 1:

Exploring Space

How can a model of the Sun-Earth-Moon system be used to explain cyclic patterns of the seasons, lunar phases, and eclipses of the Sun and Moon?

What is the role of gravity in the Milky Way Galaxy and the solar system, and how do objects within the solar system compare and contrast?

GESD Resources: Materials Needed: See page 2I-2J

Module 1: The Sun-Earth-Moon System

Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Earth's Motion Around the Sun (T6), Lesson 2 - Lunar Phases (T24), Lesson 3 - Eclipses (T40), STEM Module Project - Patterns in the Sky (T61), Module Wrap Up - Revisit the Phenomenon (T69)

Materials Inventory Materials List

GESD Resources: Materials Needed: See page70I-70J

Module 2: Exploring the Universe

Module Opener - Encounter the Phenomenon (T71), STEM Module Project Launch (T72), Lesson 1 - Gravity and the Universe (T74), Lesson 2 - The Solar System (T92), STEM Module Project - Design the Perfect Pancake (T113), Module Wrap Up - Revisit the Phenomenon (T119)

Materials Inventory Materials List

Additional Optional Resources:		
OpenSciEd ● 8.3 Forces at a Distance NASA Unit on the Solar System Math; Comparing Size and Distance ● Teacher Guide ● Student Workbook ● Answer Key NewsELA Articles	*World Book* Links: ● Constellations ● Moon ● Sun ● Stars ● Asteroid ● Solar System ● Gravitation ● Tidal Forces ● Tides ● Eclipse ● Orbit ● Webquest	*My Perspectives:* ● Leveled Reader: The Solar System and Beyond (970L) ● Leveled Reader: Measuring the Earth (790L) ● Leveled Reader: To the Moon! (580L) ● Leveled Reader: Moon Kids, Earth Kids(720L) ● Leveled Reader: The First Trip to the Moon(420L) ● Leveled Reader: Moonscape: The Surface of the Moon(440L) ● Leveled Reader: Earth and Its Place in Space(850L) ● Leveled Reader: The Inside Story of Earth(1050L) *Khan Academy:* ● Cosmology and Astronomy ● Moon Phases and Eclipses ● Earth's Rotation and Tilt

Quarter 2: Understanding Matter

6.P1U1.1	Analyze and interpret data to show that changes in states of matter are caused by different rates of movement of atoms in solids, liquids, and gases (Kinetic Theory).
6.P1U1.2	Plan and carry out an investigation to demonstrate that variations in temperature and/or pressure affect changes in state of matter.
6.P1U1.3	Develop and use models to represent that matter is made up of smaller particles called atoms.
8.P1U1.2	Obtain and evaluate information regarding how scientists identify substances based on unique physical and chemical properties.
8.P4U2.5	Develop a solution to increase efficiency when transferring energy from one source to another.
Three-Dimensional Learning:	The following SEPs, DCIs, and CCCs build to the Module Performance Expectations ★ SEP Constructing Explanations & Designing Solution, Planning and Carrying Out Investigations, Engaging in Argument from Evidence, Asking Questions & Defining Problems, Analyzing and Interpreting Data, Developing and Using Models ★ DCI Definitions of Energy, Conservation of Energy and Energy Transfer, Defining and Delimiting an Engineering Process, Developing Possible Solutions, Optimizing the Design Solution ★ CCC Energy & Matter, Scale, Proportion, & Quantity

Physical Science Unit 3: Understanding Matter What happens to matter when its energy level changes? How do atomic structure, pressure, and temperature determine the state of a substance?	**GESD Resources:** Materials Needed: See page 2M-2N, Optional Item: see T2M-N
	Module 1: Energy Matter Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Particles in Motion (T5), Lesson 2 - States of Matter (T29), Lesson 3 - Thermal Energy Transfers (T53), Lesson 4 - Thermal Energy Conductivity (T71), STEM Module Project - Cookin' with the Sun (T91), Module Wrap Up - Revisit the Phenomenon (T99) Materials Inventory Materials List
	GESD Resources: Materials Needed: See page 100I - 100J, Optional Items: see T100i, 100j
	Module 2: Classification and States of Matter Module Opener - Encounter the Phenomenon (T101), STEM Module Project Launch (T102), Lesson 1 - Energy and States of Matter (T103), Lesson 2 - Changes in Temperature (T127), Lesson 3 - Changes in Pressure (T153), Lesson 4 - Molecular Structure (T171), STEM Module Project - Cycling Across the States (T195), Module Wrap Up - Revisit the Phenomenon (T203) Materials Inventory Materials List

Additional Optional Resources:		
OpenSciEd ● 6.2 Thermal Energy ● 6.3 Weather, Climate & Water Cycling ● 7.1 Chemical Reactions & Matter ● 7.3 Metabolic Reactions NewsELA Articles	*Khan Academy:* ● States of Matter ● Atoms, Compounds, and Ions ● Work and Energy	*World Book* Links: ● Atoms ● Energy ● Heat ● Kinetic Molecular Theory ● Motion ● Velocity ● Thermodynamics

<table>
<tr><th colspan="3">Quarter 3: Interacting with Ecosystems</th></tr>
<tr><td>6.L2U1.11</td><td colspan="2">Use evidence to construct an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.</td></tr>
<tr><td>6.L2U1.13</td><td colspan="2">Develop and use models to demonstrate the interdependence of organisms and their environment including biotic and abiotic factors.</td></tr>
<tr><td>7.L2U1.12</td><td colspan="2">Construct an explanation for how some plant cells convert light energy into food energy.</td></tr>
<tr><td>Three-Dimensional Learning:</td><td colspan="2">The following SEPs, DCIs, and CCCs build to the Module Performance Expectations
★ SEP Developing and Using Models, Constructing Explanations and Designing Solutions, Engaging in Argument from Evidence, Analyzing and Interpreting Data
★ DCI Organization for Matter and Energy Flow in Organisms, Cycle of Matter and Energy Transfer in Ecosystems, Energy in Chemical Processes and Everyday Life
★ CCC Energy and Matter</td></tr>
<tr><td rowspan="6"><u>Life Science Unit 1:</u>
Interacting with Ecosystems
How do matter and energy move through organisms and the environment?

How are interacting populations of organisms affected by changes to ecosystems?

Why is biodiversity important and how can it be protected?</td><td colspan="2">GESD Resources: Materials Needed: See page 2I-2J</td></tr>
<tr><td colspan="2">Module 1: Matter and Energy in Ecosystems
Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Photosynthesis and Cellular Respiration (T5), Lesson 2 - Flow of Energy (T25), Lesson 3 - Cycling of Matter (T43), STEM Module Project - Sun Block (T59), Module Wrap Up - Revisit the Phenomenon (T65)
Materials Inventory Materials List</td></tr>
<tr><td colspan="2">GESD Resources: Materials Needed: See page 66I-66J</td></tr>
<tr><td colspan="2">Module 2: Dynamic Ecosystems
Module Opener - Encounter the Phenomenon (T67), STEM Module Project Launch (T68), Lesson 1 - Resources in Ecosystems (T69), Lesson 2 - Interactions Within Ecosystems (T85), Lesson 3 - Changing Ecosystems (T103), STEM Module Project - The Fox and the Hare (T123), Module Wrap Up - Revisit the Phenomenon (T131)
Materials Inventory Materials List</td></tr>
<tr><td colspan="2">GESD Resources: Materials Needed: See page 132I-132J</td></tr>
<tr><td colspan="2">Module 3: Biodiversity in Ecosystems</td></tr>
</table>

<table>
<tr><td colspan="2"></td><td>Module Opener - Encounter the Phenomenon (T133), STEM Module Project Launch (T134), Lesson 1 - Benefits of Biodiversity (T135), Lesson 2 - Maintaining Biodiversity (T167), STEM Module Project - Good “grief”! The corals are dying! (T185), Module Wrap Up - Revisit the Phenomenon (T193)
Materials Inventory Materials List</td></tr>
<tr><td colspan="3">Additional Optional Resources:</td></tr>
<tr><td>OpenSciEd
● 7.4 Matter Cycling & Photosynthesis

NewsELA Articles</td><td>World Book Links:
● Life
● Ecosystem
● Decomposers
● Ecology
● Symbiosis
● Producer
● Consumer
● Fungi
● Invasive species
● Habitat
● Extinction
● Endangered Species
● Rainforests</td><td>My Perspectives:
● Pg 101-110 “ My Life with Chimpanzees”
● Leveled Reader: The Ecosystems of Rainforests (840L)

Khan Academy:
● Ecology Unit
● Invasive Species
● Adaptations
● Food Chain</td></tr>
</table>

Quarter 4: Impacts of the Environment

8.E1U3.8	Construct and support an argument about how human consumption of limited resources impacts the biosphere.
Three-Dimensional Learning:	The following SEPs, DCIs, and CCCs build to the Module Performance Expectations ★ SEP Ask questions and define problems. Construct explanations and design solutions. Develop and use models. Analyze and interpret data. Engage in Argument from evidence. ★ DCI Human impacts on Earth Systems, global climate change. Define and delineate engineering problems. Optimize the design solution. ★ CCC Cause and effect, stability and change. Build connections to engineering, technology, and applications of science. Influence science, engineering, and technology on society and the natural world.

Earth and Space Unit 3:

Impacts of the Environment

How do human activities impact Earth's land, water, atmosphere, and climate?

How does human population growth and increases in per-capita consumption of natural resources affect Earth's systems?

GESD Resources: Materials Needed: See page 2I-2J, Optional Item: see 2i and 2j

Module 1: Human Impact on Environment

Module Opener - Encounter the Phenomenon (T3), STEM Module Project Launch (T4), Lesson 1 - Impact on Land (T5), Lesson 2 - Impact on Water (T33), Lesson 3 - Impact on the Atmosphere (T59), Lesson 4 - Impact on Climate (T79), STEM Module Project - Who's moving in next door? (T105), Module Wrap Up - Revisit the Phenomenon (T111)

Materials Inventory Materials List

GESD Resources: Materials Needed: See page 112I-112J, Optional Items: see T112i and T112j

Module 2: Earth and Human Activity

Module Opener - Encounter the Phenomenon (T113), STEM Module Project Launch (T114), Lesson 1 - Human Population Growth (T115), Lesson 2 - People and the Environment (T137), STEM Module Project - 7.6 Billion and Counting (T155), Module Wrap Up - Revisit the Phenomenon (T161)

Materials Inventory Materials List

Additional Optional Resources:		
OpenSciEd ● NASA Unit on the Solar System Math; Comparing Size and Distance NewsELA Articles	*World Book* Links: ● Life ● Ecosystem ● Decomposers ● Ecology ● Symbiosis ● Producer ● Consumer ● Fungi ● Invasive species ● Habitat ● Extinction ● Endangered Species ● Rainforests	*My Perspectives:* ● Pg 101-110 " My Life with Chimpanzees" ● Leveled Reader: The Ecosystems of Rainforests (840L) *Khan Academy:* ● Ecology Unit ● Invasive Species ● Adaptations ● Food Chain

Glendale Elementary School District

23-24

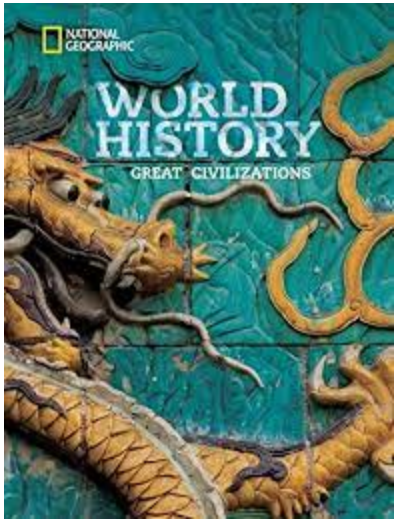
6th Grade

HISTORY & SOCIAL STUDIES PACING GUIDE

Sixth Grade - Global Studies: World Religions and Cultures of the Eastern Hemisphere; Early civilization – Renaissance & Reformation

The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere. Regions in the Eastern Hemisphere include the Middle East and North Africa, sub-Saharan Africa, Europe, Asia (east, south, and southeast), and Oceania. A course on world regions and cultures can be approached from many angles and perspectives.

- Beginnings of human society such as early hominid development, peopling of the earth, and the Neolithic revolution
- Early river civilizations such as Mesopotamia, the Nile River Valley, the Indus River Valley, and the Yellow River Valley
- World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)
- Rise and fall of empires and the impacts to the region
- Growth of trade networks across the Eastern Hemisphere and impacts such as cultural exchange and diffusion, inventions, ideas, diseases, and language
- Development of feudal systems in medieval Europe and Japan
- Different civilizations in the Eastern Hemisphere during the Middle Ages with regards to political, social, religious, and economic systems
- Origins, accomplishments, and geographic diffusion of the Renaissance and the Reformation
- Ancient and modern geography of the Eastern Hemisphere
- Examination of primary and secondary sources including written and oral histories, images, and artifacts
- Disciplinary skills and processes including change and continuity over time, multiple perspectives, using and understanding sources, and cause and effect



Year-at-a-Glance

Quarter 1

Introduction: PEGS

6.G1.1
6.G3.1
6.H3.1
6.E1.1
6.E1.2
6.E3.1
6.E3.3
6.E5.1
6.E5.2

Unit 1: Development of Human Societies

6.C4.1
6.G1.1
6.G2.1
6.G4.1
6.G4.2
6.H1.1
6.H2.1
6.SP1.1
6.SP1.2
6.SP1.3
6.SP2.2
6.SP3.1
6.SP3.2
6.SP3.3
6.SP3.4
6.SP4.1

9/11 Observance Day
ADE Resources
9/11 Museum Resources

Civics Celebration Week (9/17-9/25)
ADE Resources

Unit 2: Origins of Civilization

6.C4.1
6.G1.1
6.G3.2
6.G4.1
6.E3.1
6.E3.1
6.H1.1
6.H3.1
6.SP1.2
6.SP1.3
6.SP1.4
6.SP2.2
6.SP3.1
6.SP3.3
6.SP3.5
6.SP3.7
6.SP4.1

Quarter 2

Unit 3: Ancient Civilizations

6.C2.1
6.C4.1
6.G1.1
6.G2.1
6.G3.1
6.G4.1
6.G4.2
6.E1.1
6.E1.2
6.E3.1
6.E3.2
6.E3.3
6.E5.1
6.H1.1
6.H2.1
6.H3.1
6.H3.2
6.H4.1
6.SP1.1
6.SP1.2
6.SP2.2
6.SP3.2
6.SP3.3
6.SP3.4
6.SP3.5

Quarter 3

Unit 4: Greece

6.C2.1
6.C4.1
6.C4.2
6.G2.1
6.G3.1
6.G3.2
6.G4.1
6.G4.2
6.E1.1
6.E1.2
6.E3.1
6.E3.2
6.E3.3
6.H1.1
6.H2.1
6.H3.1
6.H3.2
6.H3.3
6.H4.1
6.SP1.1
6.SP1.2
6.SP1.3
6.SP1.4
6.SP2.1
6.SP3.3
6.SP3.4
6.SP3.5
6.SP3.6
6.SP3.7
6.SP4.1
6.SP4.2

Unit 5: Rome

6.C2.1
6.C4.2
6.G3.1
6.G3.2
6.G4.1
6.E1.1
6.E1.2
6.E3.1
6.E3.3
6.E5.1
6.E5.2
6.H1.2
6.H2.1
6.H3.1
6.H3.3
6.SP1.4
6.SP2.1
6.SP2.2
6.SP3.2
6.SP3.3
6.SP3.5
6.SP3.6
6.SP4.2

Quarter 4

Unit 5: Rome (continued)

Unit 6: Cultural Interactions

6.E5.2
6.H1.2

Unit 7: Feudalism

6.G3.1
6.G4.2
6.E1.2
6.H3.3

Unit 8: Renaissance and Reformation

6.E1.1
6.E1.2
6.SP3.7

Quarter 1

P.E.G.S Length of Study: 5 days

GESD Resource: National Geographic: World History
Unit 1: Development of Human Societies
The Development of Human Societies - Chapter 1 p.10
175,000 B.C. to 10,000 B.C. **Length of Study:** 10 days

Lesson Parts	Title/Focus
	EDSite Lesson Plans: ● Mapping the Past: Examining Ancient Maps ● Mapping Our World: Understanding and Creating Maps Video How do we categorize data in Social Studies? *World Book* Links: ● Game: Map your Favorite Continent ● Game: Countries and Continents ● Game: Geography Crossword ● Maps and More Articles ● History of the World, Government, Monarchy, Democracy, Oligarchy, Barter, Compass, Latitude, Longitude, John Locker Political ★ Government roles - laws, justice, protection, expansion ★ Types of government - monarchy, democracy, republic, oligarchy Economic ★ Barter System/Trade ★ Supply and Demand Geographic ★ Continents ★ Countries ★ World Geography - mountains, waterways, deserts, etc. ★ Latitude and Longitude ★ Map Skills - Key, Compass, Scale Social ★ Parts of Culture ★ Cultural diffusion Social Studies Skills ★ Primary vs Secondary Sources ★ Author's perspective and biases

Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
Section 1	The Paleolithic Age 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Section 2	Neolithic Age 2.1, 2.2, 2.3, 2.4
Additional Resources	*World Book* Links: Articles ● Stone Age, Prehistoric People, Cave Paintings and Drawings Workman *World History*: ● Unit 1, Chapters 1-2; 1-26 *Other Resources:* Newsela Articles: ● A Stone Age Family, Using Fire and Tools in the Stone Age, Food, Clothing, and Shelter

GESD Resource: National Geographic: World History **Unit 2: Origins of Civilization** The Origins of Civilization - Chapter 2 p.34 **10,000 B.C. to 3000 B.C.** **Length of Study:** 10 days		**GESD Resource: National Geographic: World History** **Unit 2: Origins of Civilization** Ancient Mesopotamia - p. 64 **3500 B.C. to 1800 B.C.** **Length of Study:** 8 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	**Lesson Parts**	Title/Focus and Lessons that apply to Arizona Standards
Section 1	Early Villages 1.1, 1.2, 1.3, 1.4, 1.5	Section 1	Sumer 1.1, 1.2, 1.3, 1.4, 1.5
Section 2	The Seeds of Civilization 2.1, 2.2, 2.3	Section 2	Babylonia and Later Civilisations 2.1, 2.2, 2.3, 2.4, 2.5
Unit 1 Wrap-up	Create a Cultural Symbol	Unit 1 Wrap-up	Create a Cultural Symbol
		Additional Resources	*World Book* Links: ● Primary Sources: Code of Hammurabi Articles ● Gilgamesh, Hammurabi, Babylon, Polytheism, Ziggurat, Fertile, Crescent, Assyria Workman *World History*:: ● Unit 1, Chapter 3; 33-40 ● Unit 2, Chapter 5; 65-70 EDSite Lesson Plans: ● Cuneiform Writing System

Quarter 2

GESD Resource: National Geographic: World History **Unit 3: Ancient Civilizations** Ancient Egypt - Chapter 4 p. 88 **3,000 B.C. to 500 B.C.** **Length of Study:** 15 days		**GESD Resource: National Geographic: World History** India - Chapter 6 p.142 **25,000 B.C. to A.D. 535** **Length of Study:** 9 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	**Lesson Parts**	Title/Focus and Lessons that apply to Arizona Standards
Section 1	A Society on the Nile 1.2, 1.3, 1.4	Section 1	Indus River Civilizations 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Section 2	The Old and Middle Kingdoms 2.1, 2.2, 2.3, 2.4	Section 2	Indian Empires 2.1, 2.2, 2.3
Section 3	The New Kingdom 3.1, 3.2, 3.3, 3.4	Additional Resources	*World Book* Links: Articles ● Caste, Karma, Buddhism, Reincarnation Workman *World History*: ● Unit 2, Chapter 6; 73-86 ● Unit 3, Chapter 13; 170-174 EDSite Lesson Plans: ● Marco Polo Sea Voyage to India Newsela Articles: ● Early Civilization in the Indus Valley
Section 4	The Egypt Legacy 4.1, 4.2, 4.3		
World Book Links: ● Webquest: Ancient Egypt ● Webquest: Pyramids ● Quiz: Ancient Egypt ● Game: Count like an Egyptian Articles ● Delta, Nile River, Pharaoh, Khufu, Tutankhamun, Ramses II, Hatshepsut, Cleopatra VII, Pyramids, Mummy, Nefertiti, Valley of the Kings		Workman *World History*: ● Unit 2, Chapter 4; 43-59 EDSite Lesson Plans: ● Egyptian Hieroglyphs ● Egyptian Pyramids ● Egyptian Scroll Paintings	

GESD Resource: National Geographic: World History Ancient China -Chapter 7 p.164 **10,000 B.C. to 3000 B.C.** **Length of Study:** 13 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
Section 1	River Dynasties 1.1, 1.2, 1.3, 1.4
Section 2	China's Empires 2.1, 2.2, 2.3, 2.4, 2.5
Section 3	East Meets West 3.1, 3.2, 3.3, 3.4
Additional Resources	*World Book* Links: ● Quiz: China History Articles ● Confucianism, Taoism, Qin Shi Huagdi, Silk, Ancestor Worship, TerraCotta Army, The Great Wall, of China, Legalism Workman *World History*: ● Unit 2, Chapter 7; 90-102 ● Unit 3, Chapter 14; 177-182 EDSite Lesson Plans: ● Following the Great Wall of China ● Marco Polo Takes a Trip ● Marco Polo in China Newsela Articles: ● Marco Polo and his "Travels", Legalism, an Ancient Chinese Philosophy, An Overview of Imperial China's Dynasties

Quarter 3

GESD Resource: National Geographic: World History
Unit 4: Greece Ancient Greece- Chapter 8 p.206 **2000 B.C. - 480 B.C.** **Length of Study:** 11 days

Lesson Parts	Title/Focus
Section 1	Early Greece 1.1, 1.2, 1.3, 1.4, 1.5
Section 2	Sparta and Athens 2.1, 2.2, 2.3, 2.4

GESD Resource: National Geographic: World History
Classical Greece- Chapter 9 p.228 **2000 B.C. - 480 B.C.**
Length of Study: 15 days

Lesson Parts	Title/Focus
Section 1	The Golden Age of Greece 1.1, 1.2, 1.3
Section 2	The Peloponnesian War 2.1, 2.2, 2.3
Section 3	Alexander the Great 3.1, 3.2, 3.3
Section 4	The Legacy of Ancient Greece 4.1, 4.2, 4.3, 4.4

Additional Resources
World Book Links:
Primary Sources: The Trial of Socrates
Articles
- Mythology, Pythagoras, Socrates, Aristotle, Alexander the Great, Homer, Plato

Workman *World History*:
- Unit 2, Chapter 8; 105-121

GESD Resource: National Geographic: World History
Unit 5: Rome
The Roman Republic - Chapter 10 p. 268 **480 B.C. to 323 B.C.** **Length of Study:** 20 days

Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards
Section 1	Early Rome 1.1, 1.2, 1.3
Section 2	Society and Culture 2.1, 2.2, 2.3
Section 3	The Army and Expansion 3.1, 3.2, 3.3, 3.4, 3.5
Section 4	The End of the Republic 4.1, 4.2, 4.3, 4.4
Unit Wrap-up	Define Good Citizenship

EDSite Lesson Plans:
- Live from Ancient Olympia!
- It Came from Greek Mythology
- What Makes a Poem an Epic? (good to go with “from Tales From the Odyssey”)

Quarter 4			
GESD Resource: National Geographic: World History **Unit 5: Rome (continued)** Roman Republic - Chapter 11 p. 306 **509 B.C. to 44 B.C.** **Length of Study:** 16 days		**GESD Resource: National Geographic: World History** **Unit 6: Cultural Interaction** **Length of Study:** 3 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	**Lesson Parts**	Title/Focus and Lessons that apply to Arizona Standards
Section 1	Life During the Empire 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	Chapter 14	**2.2** The Kingdom of Ghana - p.422
Section 2	Christianity 2.1, 2.2, 2.3, 2.4	Chapter 15	**2.3** The Kingdom of Kongo - p. 444
Section 3	Decline and Fall of the Empire 3.1, 3.2, 3.3	Chapter 18	**2.2** Life in Yuan China - p. 532
Section 4	The Legacy of Rome 4.1, 4.2, 4.3		
Additional Resources	*World Book* Links: ● Webquest: Ancient Rome: Government and Economy ● Webquest: Ancient Rome: Home and Culture ● Game: Count Like a Roman Articles ● Julius Caesar, Augustus Caesar, Nero, Constantine the Great, Justinian, Theodora, Christianity, Stoic Philosophy, Plato, Byzantine Empire Workman *World History:* ● Unit 2, Chapter 9; 126-138 ● Unit 3, Chapter 10; 146-148 EDSite Lesson Plans: ● In Old Pompeii (Ancient Roman Culture) ● Shakespeare's Julius Caesar		

GESD Resource: National Geographic: World History **Unit 11: Feudalism** Chapter 21 p. 598 **500 A.D. to 1453 A.D.** **Length of Study:** 5 days		**GESD Resource: National Geographic: World History** **Unit 12: Renaissance and Reformation** Chapter 22 p.628 **1300 A.D. to 6800 A.D.** **Length of Study:** 5 days	
Lesson Parts	Title/Focus and Lessons that apply to Arizona Standards	**Lesson Parts**	Title/Focus and Lessons that apply to Arizona Standards
Section 1	Feudalism Develops 1.1, 1.2, 1.3, 1.4, 1.6	Section 1	The Italian Renaissance 1.1, 1.2, 1.4, 1.5, 1.6
Additional Resources	*World Book* Links: Webquests: ● Middle Ages: Ages of the Middle Ages, Middle Ages: Daily Life, Middle Ages: Medieval Art and Culture, United Kingdom to 1707, a history of, Vikings: Daily Life, Vikings: Across the Seas Primary Sources ● Duties of Lords and Vassals ● Rules for the Ordeal of Iron ● Extracts from the Great Charter ● Charlamange's Conquests and Alliances Articles ● Middle Ages, Holy Roman Empire, Charlemagne, Clovis, Franks, The Byzantine Empire, Feudalism, The Crusades, King Richard the Lionheart, Islam, Muhammad,Pope Urban II, Roman Catholic Church, Magna Carta ● Shinto, Samurai, Shogun, Kabuki Theater Workman *World History*: ● Unit 3, Chapter 10; 146-148 ● Unit 3, Chapter 16; 193-202 ● Unit 3, Chapter 17; 205-210 ● Unit 3, Chapter 15; 185-190 Newsela Articles: ● Feudalism in Japan and Europe ● Japanese Religion and Spirituality EDSite Lesson Plans: ● The World of Haiku	Additional Resources	*World Book* Links: Articles ● Leonardo Da Vinci, Raphael, Lorenzo de Medici, Michelangelo, Renaissance, Humanism Workman *World History*: ● Unit 3, Chapter 11; 151-156 ● Unit 4, Chapter 18; 213-220 EDSite Lesson Plans: ● Leonardo da Vinci

6th Grade Standards Crosswalk with NG World History

	1	2	3	4	6	7	8	9	10	11	21	22
CIVICS												
Citizens have individual rights, roles, and responsibilities												
6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.					★		★	★	★	★		
Process, rules, and laws direct how individuals are governed and how society addresses problems.												
6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.	★	★	★	★			★	★				
6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.								★	★	★		
Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building												
GEOGRAPHY												
The use of geographic representations and tools helps individuals understand their world.												
6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.	★	★	★	★								
Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns												
Human-environment interactions are essential aspects of human life in all societies.												
6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.	★				★	★	★					
Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons												
Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.												
6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.				★			★			★	★	
Key concepts include but are not limited to language, land and sea transportation and trade routes												
6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.		★					★		★	★		
Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires												
Global interconnections and spatial patterns are a necessary part of geographic reasoning.												

6.G4.1 Explain why environmental characteristics vary among different world regions.	★	★				★	★			★		
Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors												
6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.	★		★		★		★				★	
Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters												
ECONOMICS												
A financially literate individual understands how to manage income, spending, and investment.												
6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.			★	★	★	★	★	★		★		★
6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.			★	★			★		★		★	★
Individuals and institutions are interdependent within market systems.												
6.E3.1 Describe the relationship between various costs and benefits of economic production.		★	★		★			★	★			
6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.		★				★	★					
Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor												
6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.						★	★		★	★		
The interconnected global economy impacts all individuals and groups in significant and varied ways.												
6.E5.1 Describe the factors that influence trade between countries or cultures.						★			★	★		
6.E5.2 Explain the effects of increasing economic interdependence within distinct groups. Additional Unit of Study: Chapter 14 (2.2), Chapter 15 (3.2), Chapter 18 (2.2) Q4									★			
HISTORY												
The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.												
6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.	★	★				★	★					
6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. Additional Unit of Study: Chapter 14 (2.2), Chapter 15 (3.2), Chapter 18 (2.2) Q4									★			
Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.												
Cycles of conflict and cooperation have shaped relations among people, places, and environments.												
6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.	★			★		★	★	★	★			

Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry												
Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.												
6.H3.1 Analyze the impact of religious, government, and civic groups over time.		★	★	★				★	★			
6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.					★	★	★					
Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism												
6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.								★	★		★	
Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.												
6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.					★	★	★					
DISCIPLINARY SKILLS AND PROCESSES - Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.												
6.SP1.1 Examine ways that historians and social scientists know about the past.	★		★	★			★					
6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.	★	★	★	★			★					
6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.	★	★					★					
6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.		★	★					★	★			
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.												
6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.								★	★			
6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.	★	★	★	★					★			
Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.												
6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.	★	★										
6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	★		★	★		★				★		
6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.	★	★				★	★		★			
6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluating the credibility of the source.	★		★	★		★		★				
6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.		★				★		★		★		

6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.			★			★		★	★			
6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.		★		★	★		★	★				★
Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.												
6.SP4.1 Explain the multiple causes and effects of events and developments in the past.	★	★	★	★			★	★				
6.SP4.2 Organize applicable evidence into a coherent argument about the past.			★			★		★	★			

History and Social Sciences and English Language Arts Crosswalk

Standard	ELA	ELP Standard	Rationale
6.SP1.1, 6.SP1.3	6.RL.1, 6.RL.2, 6.RL.3	Standard 1	When choosing literature to read, look to social studies content for examples. Students can quote accurately from a text, determine themes, and compare and contrast characters. Content Standards to pull literature from include the following: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1
6.SP3.4, 6.SP3.5	6.RL.4	Standard 2	
	6.RL.5	Standard 1	
	6.RL.6		
6.SP1.4, 6.SP2.1, 6.SP4.1	6.RL.7	Standard 1	
	6.RL.9		
6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2, 6.SP3.4, 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1	6.RL.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate literature.
6.SP1.1, 6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2	6.RI.1, 6.RI.2, 6.RI.3	Standard 1	Content Standards to use for informational texts include: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1
6.SP3.1, 6.SP3.2, 6.SP3.3, 6.SP3.4, 6.SP3.5	6.RI.4	Standard 2	
	6.RI.5	Standard 1	
	6.RI.6		
6.SP3.6, 6.SP3.7, 6.SP4.1, 6.SP4.2	6.RI.7	Standard 1	
	6.RI.8	Standard 8	
	6.RI.9		
6.SP1.2, 6.SP1.3, 6.SP1.4, 6.SP2.1, 6.SP2.2, 6.SP3.4, 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1	6.RI.10		Use social studies content in civics, economics, geography, and history to have students independently read grade-level appropriate informational texts.
6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.1	6.W.1	Standards 4, 8, 9	Use the content standards for civics, economics, geography, and history to write arguments with evidence, explanatory texts, and narratives. Use those same content standards to write with guidance research and present their findings and use technology.
	6.W.2, 6.W.3	Standards 3, 9	
	6.W.4	Standard 9	
	6.W.5	Standard 5	
	6.W.6	Standard 6	

	6.W.7, 6.W.8, 6.W.9	Standard 7	
	6.W.10		
6.SP2.1, 6.SP2.2, 6.SP3.1, 6.SP3.2, 6.SP3.3, 6.SP3.4, 6.SP3.5, 6.SP3.6, 6.SP3.7, 6.SP4.1 6.SP4.2	6.SL.1	Standard 6	Use the content standards for civics, economics, geography, and history to collaborate with partners in discussions and to practice discussion norms and the appreciation of varied points of view. Students can also use the content standards to interpret information and delineate a speaker's argument and specific claims. Students will then present claims and findings, in a variety of multi- media and communicate effectively. Use social studies content standards to fulfill this requirement. These include: 6.C2.1, 6.C4.1, 6.C4.2, 6.E1.1, 6.E1.2, 6.E3.1, 6.E3.2, 6.E3.3, 6.E5.1, 6.E5.2, 6.G1.1, 6.G2.1, 6.G3.1, 6.G3.2, 6.G4.1, 6.G4.2, 6.H1.1, 6.H1.2, 6.H2.1, 6.H3.1, 6.H3.2, 6.H3.3, 6.H4.
	6.SL.2	Standard 1	
	6.SL.3	Standard 8	
	6.SL.4	Standard 3, 4, 7, 9	
	6.SL.5		
	6.SL.6	Standard 5	
	6.L.1, 6.L.2, 6.L.3	Standard 3, 10	Use social studies stories to identify English conventions, knowledge of the language, and to increase vocabulary and background knowledge to develop better word relationships and word meanings.
	6.L.4, 6.L.5	Standard 2	
	6.L.6	Standard 4, 5, 8	

The AZ History and Social Science Standards are organized into five social studies content areas. Within these content areas are four to five major core concepts referred to as Anchor Standards. There are twenty-one Anchor Standards. Seventeen of these Anchor Standards center around the content areas of civics, economics, geography, and history. The remaining four standards focus on the disciplinary skills and processes that all students need to know and apply to any historical era, context, or content area.

Disciplinary Skills and Process	Civics	Economics	Geography	History
SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present	*C1: Civic virtues and democratic principles are key components of the American political system.*	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	*E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.*	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	*C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship*.	E3: Individuals and institutions are interdependent within market systems. *E4: The domestic economy is shaped by interactions between government, institutions, and the private sector.*	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.