Elementary Pacing Guides for MAP Preparation

Grade 6-Technology Tools

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STUDY ISLAND & MASTERY CONNECT	ACUITY & Smarter Balance	IXL & PEARSON	ACUITY & Smarter Balance	STUDY ISLAND & MASTERY CONNECT

ELA

RL6.2. Determine a theme or central idea of a text and analyze its development over the course of the text; summarize the tex

RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI6.5 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.

RL6.6. Explain how an author establishes and develops the point of view of the narrator or speaker in a text.

RL6.7. Compare and contrast the experience of reading a story, poem, or drama 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.

RI6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI6.9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI6.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL6.9 Compare and contrast texts in different form or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W6.2.a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/con trast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

W6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W6.9.a. Apply grade 6 Reading standards to literature (e.g., —Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics).

SL6.1.d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

L6.1. Observe conventions of grammar and usage when writing or

L6.3. Use language to enhance meaning, convey style, and achieve particular effects when writing or speaking

L6.4. 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.

MATH

6.RP.3c: Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. Finding the % of a whole Example What is 40% of 30? Solution: There are several methods to solve this problem. One possible solution using rates is to use a 10 x 10 grid to represent the whole amount (or 30). If the 30 is divided into 100 parts, the rate for one block is 0.3. Forty percent would be 40 of the blocks, or 40 x 0.3, which equals 12. See the web link below for more information.

6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real world contexts, explaining the meaning of 0 in each situation. Use positive and negative numbers to represent quantities in real-world context, with the understanding of 0. Example In a department store, the sporting goods section is 8 floors above ground level and the billing department is 1 floor below ground level. Translate the phrases into integers: the sporting goods section is 8 floors above ground level = 8 the billing department is 1 floor below ground level = -1 So, 8 > -1, 8 > -1 means that the sporting goods section is higher than the billing department. Example: a. Use an integer to represent 25 feet below sea level b. Use an integer to represent 25 feet above sea level. c. What would 0 (zero) represent in the scenario above? Solution: a. -25 b. +25 c. 0 would represent sea level.

6.NS.6 Understand a rational number 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. Recognizing positive and negative numbers. Extend the number line to represent all rational numbers and recognize that number lines may be either horizontal or vertical (i.e. thermometer) which facilitates the movement from number lines to coordinate grids. Students recognize that a number and its opposite are equidistance from zero (reflections about the zero).

6.NS.6a 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, e.g., –(–3) = 3, and that 0 is its own opposite.

6.NS.6c 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.

6.NS.8 Solve real-world and mathematical problems 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.

6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6.EE.6 Use variables to represent numbers and write expressions when solving a real world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6.G.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 in the context of solving real-world and mathematical problems.

Resources:

Smarter Balance Test, Smarter Balance Performance Task, Acuity Practice Test, Buckle Down CCS, Options Problem Solving Books, envisions Math, Investigations, Reading Street, Read 360, or other resources as needed.