

6th Grade Language Arts Pacing Guide

- Competency Goal 1 The learner will use language to express individual perspectives drawn from personal or related experience.
- Competency Goal 2 The learner will explore and analyze information from a variety of sources.
- Competency Goal 3 The learner will examine the foundations and the use of argument.
- Competency Goal 4 The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.
- Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.
- Competency Goal 6 The learner will apply conventions of grammar and language usage.

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 6th LANGUAGE ARTS
Ongoing Throughout the School Year

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Fiction/ Nonfiction – E Autobiography – E	1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. • tells a story or establishes the significance of an event or events. • uses remembered feelings and specific details. • uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, and expressions). 	What are the components of a well organized paper? What is the significance of this event?	*Outlining
Expressive Materials – E	1.02 Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of expressive works. • determining the effect of literary devices and/or strategies on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • creating an artistic interpretation that connects self to the work. • discussing print and non-print expressive works formally and informally. 	What should be included in a learning log? How do I create an artistic interpretation? What should be included in my discussion of the book?	*Venn Diagram *Response Journals *Fishbone Diagram
Group Interaction - E	1.03 Interact appropriately in group settings by: <ul style="list-style-type: none"> • listening attentively. • showing empathy. • contributing relevant comments connecting personal experiences to 	How do I show empathy? What comment would be relevant? What should I do	*Response Cards

	<p>content.</p> <ul style="list-style-type: none"> • monitoring own understanding of the discussion and seeking clarification as needed. 	to be clear about what is read?	
Reflect - E	<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. 	How am I growing as I learn? Am I changing as I learn? How do my personal experiences affect my understanding of what I read?	<p>*Reading Response *Journals/Logs</p>
Fluency – E	<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • discussing literature in teacher-student conferences and small group discussions. • taking an active role in whole class seminars. • extending understanding by creating products for different purposes, different audiences and within various contexts. • exploring relationships between and among characters, ideas, concepts and/or experiences. 	What types of literature interest me? What are the procedures for a class seminar?	<p>*Book Lists *Conferencing</p>
<p>Sentence Types - E</p> <p>Subject-Verb – E</p> <p>Parts of Speech – E</p> <p>Phrases/Clauses – E</p>	<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • demonstrating the different roles of the parts of speech in sentence construction. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). 	What are the different types of sentences? What is the role of ____ in this sentence? How will the glossary help me understand the meaning of these unfamiliar words? How would you sway “...” through casual speech?	<p>*Daily Oral Language</p> <p>*Sentence Diagramming</p> <p>*Concept Mastery Map</p>

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 6th LANGUAGE ARTS
Report Period: Second Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Compare/ Contrast – E Inference – E Drawing Conclusions - E	2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> making connections between works, self and related topics/information. comparing and/or contrasting information. drawing inferences and/or conclusions. generating questions. 	How do I differentiate between _____ and _____?	*Venn Diagram/Double-Bubble Map
Fact/Opinion - E	3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> determining the importance of author's word choice and focus. distinguishing between fact and opinion. 	What is the difference between a fact and opinion?	*Response Flashcards
Problem/ Solution - E	3.02 Explore the problem solution process by: <ul style="list-style-type: none"> studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. 	What is the problem? What reasons support the solution?	*Circle Map * Problem Solution Map
Literary Devices – E	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. 	How does the figurative language affect the writing? Would the story be more or less effective without figurative language?	*Jamestown Series (Literary Forms) *Sherlock Holmes Selections
Problem/ Solution – E	Writing 3.02 Explore the problem solution process by: <ul style="list-style-type: none"> preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	Based on the evidence given, how do I find the problem and/or solution?	* <i>Write for the Future</i> Manual *Tree Map

Essential = E

Key for code preceding objective:
Important = I

Compact = C

First Practice Writing Test

Scotland County Schools
Prioritized Planning and Sequenced Pacing
Grade: 6th LANGUAGE ARTS
Report Period: Third Six Weeks

Skill	Language Arts Objectives	Essential Questions	Strategies/Ideas
Judgment – E	3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> • exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. 	Which selection shows a firm control of sound judgments?	*Study and research societal issues/analyze main argument favoring the issue
Bias & Propaganda – E	4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	What is bias? Are there any hidden messages in this selection? What are the different propaganda techniques?	*Study types of propaganda *Create an advertisement *Determine what statements in a tabloid are biased
Drawing Conclusions – E	4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	What criteria should we use to evaluate?	*Jamestown Series (Drawing Conclusions)
Theme – E	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> • investigating examples of distortion and stereotypes. • recognizing underlying messages in order to identify theme(s) within and across works. 	How is the theme woven throughout the story? What is the overall theme?	*Brainstorm different stereotypes *Exam author’s tone for support of themes
Evaluative Essays – E	Writing 3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> • preparing individual and/or group essays and presentations that use evaluative techniques. 	Did I include evaluative techniques in my writing?	*Write for the Future Manual

Essential = **E**

Key for code preceding objective:
Important = **I**

Compact = **C**

Second Practice Writing Test

