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<td>a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. [W1]</td>
<td>a) Use text structures such as type, headings, and <strong>graphics</strong> to predict and categorize information in both print and digital texts. [W1 &amp; W2]</td>
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<td>b) Make, confirm, and revise predictions. [W1 &amp; W2]</td>
<td>b) Use prior knowledge and build additional background knowledge as context for new learning. [W1 &amp; W2]</td>
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<td>c) Describe how word choice and imagery contribute to the meaning of a text. [W1]</td>
<td>d) Make, confirm, or revise predictions. [W1]</td>
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<tr>
<td>e) Use prior and background knowledge as context for new learning. [W1]</td>
<td>e) Draw conclusions and make <strong>inferences</strong> based on explicit and implied information. [W2]</td>
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<td>f) Use information in the text to draw conclusions and make inferences. [W1]</td>
<td>g) Identify main idea. [W1]</td>
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<td>g) Explain how character and plot development are used in a selection to support a central conflict or story line. [W1]</td>
<td>h) Summarize supporting details. [W1]</td>
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<td>j) Identify and analyze the author’s use of <strong>figurative language</strong>.</td>
<td>i) Compare and contrast information about one topic, which may be contained in different selections. [W2]</td>
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<td>I) Use reading strategies to monitor comprehension throughout the reading process. [W1 &amp; W2]</td>
<td>j) Identify the author’s <strong>organizational pattern</strong> (focus: chronological/sequential, compare &amp; contrast, &amp; generalization). [W1 &amp; W2]</td>
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<td>b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</td>
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<td>c) Organize writing structure to fit mode or topic.</td>
<td>b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.</td>
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<td>e) Compose a topic sentence or thesis statement if appropriate.</td>
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<td>g) Select vocabulary and information to enhance the central idea, tone, and <strong>voice</strong>.</td>
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**WORD ANALYSIS**

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. [W1]

c) Use **context** and sentence structure to determine meanings and differentiate among multiple meanings of words. [W2]

d) Identify and analyze **figurative language**. [W1 & W2]

**GRAMMAR AND MECHANICS**

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- Fragments and Run-on sentences [W1]
- End punctuation [W1]
- Possessive Nouns [W2]
- Proper and Common Nouns [W2]

h) Use correct **spelling** for frequently used words. [W2]

**RESEARCH**

6.9 The student will find, evaluate, and select appropriate resources for a research product.

a) **Collect information** from multiple sources including online, print, and media. [W2]

**INTRODUCED ACADEMIC VOCABULARY**

**WORKSHOP 1**

Analyze/Analysis • Audience • Autobiography • Chronological/Sequential • Clarify/Clarification • Conclusion • Figurative Language [Metaphor, Personification & Simile] • Fragment • Generalization/Principle • Genre [Autobiography, Fiction, Legend, Narrative Nonfiction, Nonfiction, and Poetry [Free Verse & Rhyme] • Graphic Organizer • Infer/Inference • Internal Text Structures [Introduce All Types] • Lead • Main Idea • Prewriting Strategies • Punctuation • Purpose • Research • Run-On Sentences • Story Elements [Character, Conflict, Setting, Plot Elements, and Resolution] • Supporting Details • Text Features • Topic Sentence • Voice

**COMMUNICATION**

**(SPEAKING, LISTENING, & MEDIA LITERACY)**

6.1 The student will participate in and contribute to small-group activities. [W1 & W2]

a) Communicate as leader and contributor.

b) Evaluate own contributions to discussions.

c) Summarize and evaluate group activities.

d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations. [W1 & W2]

b) Compare and contrast viewpoints.

c) Present a convincing argument.

**WORKSHOP 2**

Apostrophe • Common Nouns • Compare and Contrast • Essay • Evaluate/Evaluation • Expository/Exposition • Figurative Language [Alliteration & Onomatopoeia] • Genre [Photo Essay, Interview, & Myth] • Imagery • Possessive Nouns • Proper Nouns • Summary/Summarize • Transition • Visual/Visualize

**EXTENDED LANGUAGE ARTS UNIT**

- Socratic Circles
  - [https://pwcslanguageartspd.wikispaces.com](https://pwcslanguageartspd.wikispaces.com)

**BENCHMARK WRITING PROMPT**

- Personal Narrative Prompt
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**NOTE:** Previously covered Standards of Learning (SOL) strands may be revisited within this unit or as needed. In addition, please note that point-of-view and author’s purpose are not specifically identified in a sixth grade objective; however, they are and should be covered within these workshops.

### WORKSHOP 3

**Problem-and-Solution Essay**

### WORKSHOP 4

**Persuasive**

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**6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.**

- a) Identify the elements of narrative structure (to include point of view), including setting, character, plot, conflict, and theme. [W3 & W4]
- d) Describe cause and effect relationships and their impact on plot. [W3]
- g) Explain how character and plot development are used in a selection to support a central conflict or story line. [W3]
- i) Identify and summarize supporting details. [W4]

---

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- f) Differentiate between fact and opinion. [W4]
- j) Identify the author’s organizational pattern (cause-and-effect and problem-and-solution) [W3]
- k) Identify cause and effect relationships. [W3]

---

**6.7 The student will write narration, description, exposition, and persuasion.**

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- f) Write multi-paragraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- i) Revise sentences for clarity of content including specific vocabulary and information.

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- f) Write multi-paragraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Revise sentences for clarity of content including specific vocabulary and information.
### Word Analysis

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

- b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. [W3 & W4]
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. [W3 & W4]
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. [W3 & W4]

### Grammar and Mechanics

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- • Commas in a Series [W3]
- • Correct Verb Tense [W3]
- • Subject/Verb Agreement [W4]
- • Contractions [W4]

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. [W3 & W4]
- b) Use **subject-verb agreement** with intervening phrases and clauses. [W4]
- d) Maintain **consistent verb tense** across paragraphs. [W3]
- f) Use **quotation marks** with dialogue. [W4]
- h) Use correct spelling for frequently used words. [W4]

---

### Research

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media. [W3 & W4]
- b) Evaluate the validity and authenticity of texts. [W4]
- c) Use technology as a tool to research, organize, evaluate, and communicate information. [W3 & W4]
- d) Cite **primary and secondary sources**. [W4]
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. [W3 & W4]

### Communication

6.1 The student will participate in and contribute to small-group activities. [W3 & W4]

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations. [W3 & W4]

- a) Distinguish **between fact and opinion**.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy. [W3 & W4]

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Craft and publish audience-specific media messages.

---

### Introduced Academic Vocabulary

**Workshop 3**

- Affixes (Prefixes + Suffixes)
- Author’s Purpose (Persuade, Inform, Entertain, & Reflect)
- Body Paragraph
- Cause-and-Effect
- Character Traits
- Commas in a Series
- Fluency
- Outline
- Problem-and-Solution
- Research
- Roots
- Synthesis/Synthesize
- Verb Tense

**Workshop 4**

- Closure
- Contractions
- Editing/Revision
- Fact
- Opinion
- Persuasion/Persuasive
- Point-of-View
- Primary Source
- Secondary Source
- Subject-Verb Agreement
- Theme

### Extended Language Arts Unit

Poetry or Newspaper

### Benchmark Writing Prompt

Persuasive Essay
## Sixth Grade Language Arts • Pacing Guide

### Quarter 3
### Workshops 5 & 6

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**NOTE:** Previously covered Standards of Learning (SOL) strands may be revisited within this unit or as needed. In addition, the terms connotation and denotation are featured in this workshop; however, they are specifically covered in the 7th curriculum (SOL 7.4d).

### WORKSHOP 5

#### Fictional Narrative

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character (dynamic & static), plot, conflict, and theme. [W5]
- c) Describe how word choice (mood) and imagery contribute to the meaning of a text. [W5]
- d) Describe cause and effect relationships and their impact on plot. [W6]
- f) Use information in the text to draw conclusions and make inferences. [W6]
- g) Explain how character and plot development are used in a selection to support a central conflict or story line. [W5 & W6]
- j) Identify and analyze the author’s use of figurative language. [W5 & W6]
- k) Identify transitional words and phrases that signal an author’s organizational pattern. [W5 & W6]

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. [W5]
- e) Draw conclusions and make inferences based on explicit and implied information. [W6]
- i) Compare and contrast information about one topic, which may be contained in different selections. [W5]
- j) Identify the author’s organizational pattern. [W5 & W6]
- k) Identify cause and effect relationships. [W6]
- l) Use reading strategies to monitor comprehension throughout the reading process. [W5 & W6]

### WORKSHOP 6

#### Cause-and-Effect

6.7 The student will write narration, description, exposition, and persuasion.

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- f) Write multi-paragraph compositions with elaboration and unity.
- i) Revise sentences for clarity of content including specific vocabulary and information.

6.7 The student will write narration, description, exposition, and persuasion.

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) Organize writing structure to fit mode or topic.
- f) Write multi-paragraph compositions with elaboration and unity.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- i) Revise sentences for clarity of content including specific vocabulary and information.
### Word Analysis

**6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.**

- b) Use roots, cognates, affixes, **synonyms**, and **antonyms** to expand vocabulary. [W6]
- c) Use context and sentence structure to **determine meanings** and differentiate among multiple meanings of words. [W5]
- d) Identify and analyze figurative language (idioms). [W5]
- f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. [W5 & W6]

### Grammar and Mechanics

**6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**

- Pronouns [W5]
- Adjectives & Adverbs [W6]
- Colon, Semicolon, Parentheses [W6]
- c) Use pronoun-antecedent agreement to include indefinite pronouns. [W5]
- f) Use quotation marks with dialogue. [W5]
- g) Choose adverbs to describe verbs, adjectives, and other adverbs. [W6]

### Research

**6.9 The student will find, evaluate, and select appropriate resources for a research product.**

- a) Collect information from multiple sources including online, print, and media. [W6]

### Introduced Academic Vocabulary

**Workshop 5**

- Antecedent ● Idiom ● Pronoun

### Communication (Speaking, Listening, & Media Literacy)

**6.1 The student will participate in and contribute to small-group activities.** [W5 & W6]

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

**6.2 The student will present, listen critically, and express opinions in oral presentations.** [W5 & W6]

- b) Compare and contrast viewpoints.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

### Extended Language Arts Unit

- Creative Writing

### Benchmark Writing Prompt

- Descriptive Essay
**Sixth Grade Language Arts • Pacing Guide**

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### WORKSHOP 7

**6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.**

- a) Identify the elements of narrative structure *(to include point of view)*, including setting, character, plot, conflict, and **theme**. [W7 & W8]
- c) Describe how word choice and imagery (symbols) contribute to the meaning of a text. [W8]
- f) Use information in the text to **draw conclusions** and make **inferences**. [W7]
- i) Identify and **summarize supporting details**. [W7]
- j) Identify and analyze the author’s use of **figurative language**. [W7]

### WORKSHOP 8

**6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.**

- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. [W7 & W8]
- c) Identify questions to be answered. [W7]
- e) Draw conclusions and make **inferences** based on explicit and implied information. [W7]
- f) **Distinguish between fact and opinion**. [W8]
- h) **Summarize supporting details** [W7]
- j) Identify the author’s organizational pattern. [W8]

---

**6.7 The student will write narration, description, exposition, and persuasion.**

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) **Organize writing structure** to fit mode or topic.
- d) Establish a central idea and organization.
- e) **Compose a topic sentence or thesis statement** if appropriate.
- f) Write multi-paragraph compositions with elaboration and unity.
- h) **Expand and embed ideas** by using modifiers, standard coordination, and subordination in complete sentences.
- j) Use computer technology to plan, draft, revise, edit, and **publish writing**.

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**6.7 The student will write narration, description, exposition, and persuasion.**

- a) Identify audience and purpose.
- b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
- c) **Organize writing structure** to fit mode or topic.
- d) Establish a central idea and organization.
- e) **Compose a topic sentence or thesis statement** if appropriate.
- f) Write multi-paragraph compositions with elaboration and unity.
- i) **Revise sentences** for clarity of content including specific vocabulary and information.
- j) Use computer technology to plan, draft, revise, edit, and **publish writing**.
### Word Analysis

6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

b) Use *roots*, cognates, *affixes*, synonyms, and antonyms to expand vocabulary. [W7]
c) Use context and sentence structure to determine meanings and differentiate among *multiple meanings* of words. [W8]
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing. [W7 & W8]

### Grammar and Mechanics

6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and par

- Clauses [W7]
- Phrases [W7]
- Comma Usage [W7]

b) Use subject-verb agreement with intervening phrases and clauses. [W7]
h) Use correct spelling for frequently used words. [W8]

### Research

6.9 The student will find, evaluate, and select appropriate resources for a research product. [W7 & W8]

a) Collect information from multiple sources including online, print, and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

### Communication (Speaking, Listening, & Media Literacy)

6.1 The student will participate in and contribute to small-group activities. [W7 & W8]

a) Communicate as leader and contributor.
b) Evaluate own contributions to discussions.
c) Summarize and evaluate group activities.
d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations. [W7 & W8]

a) Distinguish between fact and opinion.
b) Compare and contrast viewpoints.
c) Present a convincing argument.
d) Paraphrase and summarize what is heard.
e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy. [W7 & W8]

a) Compare and contrast auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.
c) Craft and publish audience-specific media messages.

### Introduced Academic Vocabulary

**Workshop 7**

- Clauses • Phrases

**Workshop 8**

- Symbol

### Extended Language Arts Unit

- Poetry or Newspaper

- Expository Essay

**Benchmark Writing Prompt**