

6th Language Arts Pacing Guide (by quarter)

		Effective August 2009	6th Grade Language Arts Curriculum Pacing Guide	
Date Completed	Pacing	SPI	State Performance Indicator	Standard Category
	5 th grade/1A	SPI 0601.2.1	Identify the purpose of a speech (i.e., to inform, to describe, to persuade, to explain, to entertain).	Communication
	5 th grade/1A	SPI 0601.2.2	Identify the targeted audience of a speech.	Communication
	5 th grade/1A	SPI 0601.2.3	Identify the thesis and main points of a speech.	Communication
	5 th grade/1A	SPI 0601.2.4	Select the most appropriate behaviors for participating productively in a team. (e.g., contribute appropriate and useful information and ideas, understand the purpose for working as a team, understand the responsibilities of various roles within the team).	Communication
	5 th grade/1A	SPI 0601.2.5	Identify the functions and responsibilities of individual roles within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).	Communication
	5 th grade/1A	SPI 0601.2.6	Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).	Communication
	5 th grade/1A	SPI 0601.2.7	Organize ideas in the most effective order for an oral presentation.	Communication
	5 th grade/1A	SPI 0601.2.8	Select the best summary of a speech.	Communication

	ALL	SPI 0601.1.20	Use knowledge of root words, affixes, syllabication, and/or spelling patterns as aids in determining meaning within context.	Language
	ALL	SPI 0601.3.5	Select illustrations, descriptions, and/or facts to support key ideas.	Writing
	ALL	SPI 0601.3.11	Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) with information from notes for a writing selection.	Writing
	ALL	SPI 0601.5.1	Predict future events of a given text.	Logic
	ALL	SPI 0601.5.2	Determine whether a given statement in a passage is fact or fiction.	Logic
	ALL	SPI 0601.5.3	Identify stated or implied cause and effect relationships.	Logic
	ALL	SPI 0601.5.7	Make inferences and draw conclusions based on evidence in text.	Logic
	ALL	SPI 0601.6.1	Formulate clarifying questions for use before, during, and after reading.	Informational Text
	ALL	SPI 0601.6.2	Identify the main idea and supporting details in a text.	Informational Text
	ALL	SPI 0601.6.3	Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).	Informational Text
	ALL	SPI 0601.6.4	Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).	Informational Text

	ALL	SPI 0601.6.7	Recognize that purpose determines text format	Informational Text
	ALL	SPI 0601.8.1	Distinguish among various literary genres (e.g., fiction, drama, nonfiction, poetry).	Literature
	1A	SPI 0601.1.1	Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives), pronouns (i.e., agreement, subject, object)	Language
	1A	SPI 0601.1.2	Identify the correct use of verbs (i.e., action, linking, regular/irregular, agreement) within context.	Language
	1A	SPI 0601.8.3	Determine the main ideas of plots, their causes, how they influence future actions, and how they are resolved.	Literature
	1A	SPI 0601.8.4	Distinguish between first and third person point of view.	Literature
	1A	SPI 0601.8.5	Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).	Literature
	1A	SPI 0601.8.10	Determine the author's purpose for writing.	Literature
	1A	SPI 0601.7.3	Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).	Media
	1A	SPI 0601.1.17	Use dictionaries, thesauruses, electronic sources, and glossaries as aids in determining the	Language

			meaning of unfamiliar words.	
	1B	SPI 0601.5.6	Indicate sequence of events in print and non-print texts.	Logic
	1B	SPI 0601.1.3	Identify the correct use of adjectives (i.e., common/proper, comparative forms) and adverbs (i.e., comparative forms) within context.	Language
	1B	SPI 0601.3.1	Identify the purpose for writing (i.e., to inform, to describe, to persuade, to explain).	Writing
	1B	SPI 0601.3.2	Identify the audience for which a text is written.	Writing
	1B	SPI 0601.8.2	Identify the setting and conflict of a passage.	Literature
	1B	SPI 0601.1.5	Identify the correct use of conjunctions (i.e., coordinating and subordinating) within context.	Language
	1B	SPI 0601.1.14	Select appropriate synonyms, antonyms, and homonyms within context.	Language
	1B	SPI 0601.1.15	Use context clues and prior knowledge of roots and affixes to determine the meaning of multi-meaning words.	Language
	1B	SPI 0601.1.18	Identify correctly and incorrectly spelled words in context.	Language
	1B	SPI 0601.1.19	Recognize and use grade- appropriate and content-specific vocabulary within context.	language
	2A	SPI 0601.1.4	Identify the correct use of prepositions and prepositional phrases within context.	Language
	2A	SPI 0601.1.8	Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, and periods to join or separate elements).	Language

	2A	SPI 0601.1.11	Identify sentences with correct subject-verb agreement (person/number) within context.	Language
	2A	SPI 0601.1.12	Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.	Language
	2A	SPI 0601.1.6	Choose the correct use of quotation marks, commas (i.e., in direct quotations, with explanatory material within the quote, proper use with end marks) and colons (i.e., in business letters, preceding a list of items).	Language
	2A	SPI 0601.1.7	Identify within context a variety of appropriate sentence-combining techniques (i.e., comma+coordinating conjunctions, introductory words, appositives, interrupters).	Language
	2A	SPI 0601.3.10	Select an appropriate title that reflects the topic of a written selection.	Writing
	2A	SPI 0601.5.5	Specify a logical word choice to complete an analogy, using synonyms, antonyms, homonyms, categories, subcategories, whole/part, and functions.	Logic
	2A	SPI 0601.6.5	Locate and verify information in text to support inferences, opinions, predictions, and conclusions.	Informational Text
	2A	SPI 0601.6.6	Select the best summary of a text.	Informational Text

	2A	SPI 0601.1.16	Use context clues and prior knowledge of roots and affixes to determine the meaning of unfamiliar words.	Language
	2B	SPI 0601.3.3	Select an appropriate thesis statement for a writing sample.	Writing
	2B	SPI 0601.3.6	Choose the supporting sentence that best fits the context flow of ideas in a paragraph.	Writing
	2B	SPI 0601.3.8	Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.	Writing
	2B	SPI 0601.3.9	Select an appropriate concluding sentence for a well-developed paragraph.	Writing
	2B	SPI 0601.8.6	Identify the stated or implied theme of a literary text.	Literature
	2B	SPI 0601.7.1	Select the medium that best reinforces a viewpoint or enhances a presentation.	Media
	2B	SPI 0601.7.2	Select the visual image that best reinforces a viewpoint or enhances a presentation.	Media
	2B	SPI 0601.1.10	Identify the correct spelling of plurals and possessives.	Language
	2B	SPI 0601.1.13	Choose the appropriate interjection to complete a sentence	Language
	3A	SPI 0601.8.8	Identify examples of sound devices (i.e., accent, alliteration, onomatopoeia, rhyme, and repetition).	Literature
	3A	SPI 0601.8.9	Identify patterns of rhyme and rhythm.	Literature

	3A	SPI 0601.3.4	Rearrange multi-paragraphed work in a logical and coherent order.	Writing
	3A	SPI 0601.3.7	Identify sentences irrelevant to a paragraph's theme or flow.	Writing
	3A	SPI 0601.3.12	Select the most appropriate format for writing a specific work-related text (i.e., instructions, directions, letters, memos, e-mails, reports).	Writing
	3A	SPI 0601.5.4	Identify examples of persuasive devices (i.e., bandwagon, loaded terms, testimonial, name-calling).	Logic
	3A	SPI 0601.1.9	Recognize usage errors occurring within context (i.e., double negatives, troublesome words {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, sit/set, lie/lay, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among}).	Language
	3A	SPI 0601.6.8	Choose the correct order of a set of instructions.	Informational Text
	3A	SPI 0601.7.4	Draw an inference from a non-print medium.	Media
	3A	SPI 0601.7.5	Choose the statement that best summarizes/communicates the message presented by a medium.	Media
	3B	SPI 0601.4.1	Select the most focused research topic.	Research

	3B	SPI 0601.4.2	Rank research resources according to reliability.	Research
	3B	SPI 0601.4.3	Determine the most appropriate research source for a given research topic.	Research
	3B	SPI 0601.4.4	Distinguish between primary (i.e., letters, interviews, diaries, newspapers) and secondary (i.e., reference books, periodicals, Internet, biographies) sources.	Research
	3B	SPI 0601.4.5	Discern irrelevant research material from written text.	Research
	3B	SPI 0601.7.6	Identify the type of conflict (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.	Media
	3B	SPI 0601.8.7	Analyze figurative language (i.e., hyperbole, similes, metaphors, personification) within context.	Literature
	4A/Seventh	SPI 0701.2.1	Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade.)	Communications
	4A/Seventh	SPI 0701.2.2	Identify the targeted audience of a speech.	Communications
	4A/Seventh	SPI 0701.2.3	Identify the thesis and main points of a speech.	Communications
	4A/Seventh	SPI 0701.2.4	Determine the most effective methods for engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).	Communications
	4A/Seventh	SPI 0701.2.5	Organize ideas in the most effective order for an oral presentation.	Communications

	4A/Seventh	SPI 0701.2.6	Discern the organizational pattern of a speech (e.g., sequential, problem-solution, comparison-contrast).	Communications
	4A/Seventh	SPI 0701.2.7	Select the most appropriate strategies for participating productively in a team (e.g., ask primarily relevant questions that move the team toward its goal and contribute to the topic of discussion, articulate the goals that have been provided for the team work and ask clarifying questions, come to agreement by seeking consensus or following the majority).	Communications
	4A/Seventh	SPI 0701.2.9	Distinguish between a summary and a critique.	Communications