

South Conway County School District

6th Grade Literacy Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter Realistic Fiction Narrative/Descriptive Writing				
R.9.6.12	Identify main ideas and supporting evidence in short reading passages	Comprehension		
R.9.6.13	Use text features to locate and recall information, with emphasis on cue words and phrases	Knowledge		
R.9.6.14	Use knowledge of text structure(s) or enhance understanding with emphasis on cause/effect and compare/contrast	Analysis		
R.9.6.15	Classify and organize text information by determining subtopics of information	Analysis		
R.9.6.16	Use skimming and scanning to locate specific information or to develop a general overview	Comprehension		
R.9.6.17	Analyze information from the text based on purpose and/or level of importance	Analysis		
R.9.6.18	Summarize the content of a text	Comprehension		
R.10.6.3	Vary reading strategies according to text and purpose	Analysis		
R.10.6.4	Read a variety of informational text, including textbooks, newspapers, magazine, and other instructional materials	Knowledge		
R.10.6.5	Compare/contrast information from multiple sources	Analysis		
R.10.6.7	Select information sources appropriate for a given purpose	Analysis		
R.10.6.8	Organize and synthesize information for use in written and oral presentations	Synthesis		
R.10.6.9	Understand and analyze the differences in structure of various informational texts	Analysis		

South Conway County School District

6th Grade Literacy Pacing Guide

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R.10.6.10	Read a variety of literature including Realistic Fiction	Knowledge		
R.10.6.13	Read and utilize functional/practical text, including advertisements, slogans, brochures, and timelines	Knowledge		
R.10.6.14	Analyze message through pictures, images, and photographs	Analysis		
R.10.6.15	Analyze selection through text, images, and photographs for a given purpose	Analysis		
W.4.6.7	Create and effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic	Synthesis		
W.4.6.9	Revise style for sentence variety, tone, voice, selected vocabulary, selected information	Synthesis		
W.4.6.10	Revise writing using various tools/methods, such as peer and/or teacher collaborations, a revision checklist, rubric, and/or reference materials (ex. Dictionary, thesaurus)	Synthesis		
W.4.6.11	Edit individually or in groups for appropriate grade-level conventions: Sentence formation- completeness of sentences, standard word order Usage- standard inflections agreement, word meaning, conventions Mechanics- capitalization, punctuation, formatting Spelling- following the rules, correct spelling of commonly misspelled words, spell homonyms correctly, etc	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.4.6.12	Use available technology for sharing and/or publication	Synthesis		
W.4.6.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W.4.6.14	Publish/share according to purpose and audience	Synthesis		
W.5.6.1	Write to describe, inform, or entertain	Synthesis		
W.5.6.2	Select the form of writing that addresses the intended audience	Analysis		
W.5.6.3	Create narrative/descriptive writing	Synthesis		
W.5.6.6	Write to reflect ideas/interpretations of multicultural and universal themes and concepts	Synthesis		
W.5.6.7	Write with and without prompts for a sustained period of time	Synthesis		
W.5.6.8	Write responses to literature that demonstrate understanding or interpretation	Synthesis		
W.6.6.1	Use a variety of simple and compound sentences of varied lengths	Application		
W.6.6.2	Use different kinds of sentences: declarative, interrogative, imperative, exclamatory	Application		
W.6.6.3	Use compound sentence elements (ex. Subjects, predicates, complements, and complete sentences) to combine sentences for more effective writing style	Application		
W.6.6.4	Define, identify, and use natural and inverted sentence order for emphasis on variety	Application		
W.6.6.5	Identify and correct fragments and run-ons	Analysis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.6.6.6	Use knowledge of the parts of speech to construct effective sentences- common and proper nouns, pronouns to avoid repetition, active and linking verbs, adjectives to modify nouns and pronouns	Application		
W.6.6.7	Apply conventions of grammar- subject-verb agreement, parts of speech, parts of a sentence (complete subject/ complete predicate, simple subject/ simple predicate)	Application		
W.6.6.8	Apply correct spelling to commonly misspelled words	Application		
W.6.6.9	Spell homonyms correctly according to usage	Analysis		
W.6.6.10	Apply conventional rules of capitalization in writing	Application		
W.6.6.11	Apply conventional rules of punctuation in writing with emphasis on end marks, comma in compound sentences, and comma in complex sentences	Application		
W.7.6.2	Use a variety of sentence types and lengths	Application		
W.7.6.4	Use transitional words and phrases	Application		
W.7.6.5	Use purposeful vocabulary with emphasis on developing style	Application		
W.7.6.6	Create a strong lead and conclusion	Synthesis		
W.7.6.7	Narrow the time focus of a piece of writing	Synthesis		
W.7.6.8	Use writer's checklist or scoring guides/rubric to improve written work	Evaluation		
W.7.6.9	Self-evaluate writing using checklists or scoring guide/ rubric	Evaluation		

South Conway County School District

6th Grade Literacy Pacing Guide

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OV.1.6.2	Use standard English in classroom discussion	Application		
OV.1.6.3	Use appropriate oral communication for various purposes and audiences	Application		
OV.1.6.4	Demonstrate appropriate eye contact and posture	Application		
OV.1.6.5	Use correct pronunciation and inflection to communicate ideas and information	Application		
OV.1.6.6	Contribute appropriately to class discussion	Application		
OV.1.6.10	Evaluate self and peer's contributions to discussions based on preset criteria	Evaluation		
OV.2.6.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV.2.6.2	Establish purpose for listening	Analysis		
OV.2.6.3	Listen attentively for main ideas and details	Comprehension		
OV.2.6.4	Demonstrate attentive skills to respond to speaker's message	Application		

South Conway County School District

6th Grade Literacy Pacing Guide

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Second Quarter		Science Fiction/Fantasy/Adventure	Persuasive/Research	
R.9.6.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Comprehension		
R.9.6.2	Analyze the interrelationship of text and world issues/ events by applying connection strategies	Analysis		
R.9.6.3	Generate and revise questions to establish purpose for reading	Synthesis		
R.9.6.4	Generate and revise questions relevant to text and topics	Synthesis		
R.9.6.8	Analyze literacy elements of character, setting, and plot	Analysis		
R.9.6.9	Compare the actions, motives, and appearance of character in a work of fiction and discuss the importance of the contents to the plot or theme	Analysis		
R.9.6.19	Identify events that advance the plot of a literacy work and evaluate how those events relate to past, present, or future actions	Evaluation		
R.9.6.20	Evaluate personal, social, and political issues as presented in text	Evaluation		
R.10.6.1	Read for a substantial amount of time daily including assigned and self-selected materials at independent and instructional levels	Knowledge		
R.10.6.2	Read texts that reflect contributions of different cultural groups	Knowledge		
R.10.6.10	Read a variety of literature	Knowledge		
R.11.6.1	Automatically decode words to ensure focus on comprehension	Comprehension		

South Conway County School District

6th Grade Literacy Pacing Guide

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R.11.6.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R.11.6.4	Use knowledge of root words, affixes, and word relationships to determine meaning	Application		
R.11.6.5	Use context to determine meaning of multiple meaning words	Analysis		
R.11.6.9	Identify word origins, derivations, inflections, foreign words	Application		
R.11.6.10	Use context clues to select appropriate dictionary definition	Analysis		
R.11.6.11	Read grade level text orally with an approximate rate of 145 words per minute	Knowledge		
R.11.6.12	Read grade level text orally with accuracy and expression	Knowledge		
W.4.6.1	Generate ideas using such strategies as reading, discussing, focused-free writing, observing, brainstorming, and reading logs	Synthesis		
W.4.6.2	Organize ideas by using such graphic organizers as webbing, charts/graphs, and formal outlining with main topics and sub-topics	Analysis		
W.4.6.3	Demonstrate an awareness of purpose and audience for all modes of written discourse	Application		
W.4.6.4	Use available technology to access information by using a card catalog	Application		
W.4.6.5	Use prewriting to draft expository paragraphs with emphasis on the following: central idea, explanation, elaboration, unity, purpose, and audience	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.4.6.6	Organize expository paragraphs that include a topic sentence, supporting details, and a concluding sentence	Synthesis		
W.4.6.8	Revise content for central idea, organization, unity, elaboration, and clarity	Synthesis		
W.4.6.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W.5.6.1	Write to inform and to persuade	Synthesis		
W.5.6.2	Select the form of writing that addresses the intended audience	Analysis		
W.5.6.3	Create persuasive and research writing	Synthesis		
W.5.6.5	Write research reports using a variety of sources, summarizing skills, and paraphrasing	Synthesis		
W.5.6.7	Write with and without prompts for a sustained period of time	Synthesis		
W.5.6.9	Write on demand with or without prompt within a given time frame	Synthesis		
W.5.6.10	Write across the curriculum	Synthesis		
W.6.6.6	Use knowledge of parts of speech to construct effective sentences: adverbs to modify verbs, adjectives, and other adverbs; coordinate conjunctions to join; interjections for excitement; prepositions to indicate relationship	Application		
W.6.6.7	Apply conventions of grammar: conjunction in perfect verb tenses; possessive, nominative, and objective pronouns; prepositional phrases	Application		

South Conway County School District
6th Grade Literacy Pacing Guide

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W.6.6.11	Apply conventional rules of punctuation in writing with emphasis on quotation marks and comma in a direct address	Application		
W.7.6.8	Use writer's checklist or scoring guides/rubric to improve written work	Evaluation		
W.7.6.9	Self-evaluate writing using checklists or scoring guide/ rubric	Evaluation		
OV1.6.1	Develop vocabulary from content area texts and personal reading	Application		
OV1.6.7	Deliver oral presentations using standard English, appropriate vocabulary, and organization	Application		
OV1.6.8	Use a variety of visual aids in oral presentations across the curriculum	Application		
OV3.6.1	View a variety of media (ex. Posters, film clips, periodicals, charts, cartoons, graphics, etc.)	Application		
OV3.6.2	Use appropriate criteria to evaluate media for bias	Evaluation		
OV.3.6.3	Create visual aids that convey information	Synthesis		
IR.12.6.1	Generate questions to explore and select topic for research	Synthesis		
IR.12.6.2	Use reference features (ex. Bibliographies) and text features (ex. Appendix, preface, index, glossary) to access information	Application		
IR.12.6.3	Use print and electronic sources, including computer databases, to locate information	Application		
IR.12.6.4	Gather information from more than one source appropriate to purpose and topic	Synthesis		
IR.12.6.5	Interpret information from graphic sources	Evaluation		

South Conway County School District

6th Grade Literacy Pacing Guide

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
IR.12.6.6	Develop notes that include main ideas, summaries, and paraphrasing	Application		
IR.12.6.7	Create a formal topic outline of main and sub-topics	Synthesis		
IR.12.6.8	Use research to create one or more oral, written, or visual presentations/products	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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Third Quarter Poetry and Historical Fiction Poetry (Narrative/Ballads)/Journal Writing				
R.10.6.10	Read a variety of literature including historical fiction and realistic fiction	Knowledge		
R.10.6.11	Read a variety of poetry, with emphasis on narrative, including ballads	Knowledge		
R.10.6.12	Explain how form, including rhyme, rhythm, repetitions, line structure, and punctuation conveys the mood and meaning of a poem	Comprehension		
R.11.6.3	Add content words to sight vocabulary	Knowledge		
R.11.6.6	Use resources to determine the meaning of technical and specialized vocabulary	Application		
R.11.6.8	Explain the meaning of figurative language such as idioms, similes, metaphors	Comprehension		
W.4.6.1	Generate ideas using such strategies as reading, discussing, focused-free writing, observing, brainstorming, and reading logs	Synthesis		
W.4.6.2	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, timelines, and formal outlining with main topics and sub-topics (introduce)	Analysis		
W.4.6.3	Demonstrate an awareness of purpose and audience for all modes of written discourse	Application		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.4.6.10	Revise individually using various tools/methods, such as peer and/or teacher collaborations, a revision checklist, rubric, and/or reference materials (ex. dictionary, thesaurus)	Synthesis		
W.4.6.11	Edit individually or in groups for appropriate grade-level conventions: Sentence formation - completeness of sentences, standard word order Usage - standard inflections agreement, word meaning, conventions Mechanics - capitalization, punctuation, formatting Spelling - correctly use and spell homonyms, irregular spelling patterns (plurals), apply correct spelling to commonly misspelled words	Synthesis		
W.4.6.12	Use available technology for sharing and/or publication	Synthesis		
W.4.6.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W.4.6.14	Publish/share according to purpose and audience	Synthesis		
W.5.6.1	Write to describe, inform, entertain, explain, persuade	Synthesis		
W.5.6.2	Select the form of writing that addresses the intended audience	Analysis		
W.5.6.3	Create narrative/ descriptive	Synthesis		
W.5.6.4	Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads	Synthesis		
W.5.6.7	Write with and without prompts for a sustained period of time	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.5.6.8	Write responses to literature that demonstrate understanding or interpretation	Synthesis		
W.5.6.9	Write on demand with or without prompt within a given time frame	Synthesis		
W.6.6.8	Apply correct spelling to commonly misspelled words	Application		
W.6.6.11	Apply conventional rules of punctuation in writing on commas in a series	Application		
W.7.6.1	Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers	Application		
W.7.6.3	Use word or sentence repetitions for effect	Application		
OV1.6.9	Participate in a variety of speaking activities, including reading poems, skits, plays, reader's theater	Application		
OV2.6.5	Evaluate presentations using established criteria/rubrics	Evaluation		
OV3.6.3	Create visual aids that convey information	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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Fourth Quarter		Biography/Autobiography		Expository/Informational
R.9.6.5	Monitor comprehension in relation to questions generated	Application		
R.9.6.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Comprehension		
R.9.6.7	Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters	Comprehension		
R.9.6.10	Distinguish among facts and inferences supported by evidence and opinions in text	Analysis		
R.9.6.11	Use text information and background knowledge to draw conclusions and to make inferences (ex. Theme, characters, plot, setting)	Comprehension		
R.9.6.15	Classify and organize text information by determining subtopics of information	Analysis		
R.10.6.1	Read for a substantial amount of time daily including assigned and self-selected materials at independent and instructional levels	Knowledge		
R.10.6.2	Read texts that reflect contributions of different cultural groups	Knowledge		
R.10.6.4	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Knowledge		

South Conway County School District

6th Grade Literacy Pacing Guide

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R.10.6.8	Organize and synthesize information for use in written and oral presentations	Synthesis		
R.11.6.1	Automatically decode words to ensure focus on comprehension	Knowledge		
R.11.6.2	Continue to develop and maintain an adequate body of sight words	Knowledge		
R.11.6.4	Use knowledge of root words, affixes, and word relationships to determine meaning	Application		
R.11.6.5	Use context to determine meaning of multiple meaning words	Application		
R.11.6.7	Determine useful and relevant words	Application		
R.11.6.9	Identify word origins, derivations, inflections, foreign words	Application		
R.11.6.10	Use context clues to select appropriate dictionary definition	Application		
R.11.6.11	Read grade level text orally with an approximate rate of 145 words per minute	Knowledge		
R.11.6.12	Read grade level text orally with accuracy and expression	Knowledge		
W.4.6.1	Generate ideas using such strategies as reading, discussing, focused-free writing, observing, brainstorming, and reading logs	Synthesis		
W.4.6.2	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, timelines, and formal outlining with main topics and sub-topics (introduce)	Analysis		
W.4.6.8	Revise content for central idea, organization, unity, elaboration, and clarity	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.4.6.10	Revise writing using various tools/methods, such as peer and/or teacher collaborations, a revision checklist, rubric, and/or reference materials (ex. dictionary, thesaurus)	Synthesis		
W.4.6.11	Edit individually or in groups for appropriate grade-level conventions: Sentence formation - completeness of sentences, standard word order Usage - standard inflections agreement, word meaning, conventions Mechanics - capitalization, punctuation, formatting Spelling - correctly use and spell homonyms, irregular spelling patterns (plurals), apply correct spelling to commonly misspelled words	Synthesis		
W.4.6.12	Use available technology for sharing and/or publication	Synthesis		
W.4.6.13	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Synthesis		
W.4.6.14	Publish/share according to purpose and audience	Synthesis		
W.5.6.1	Write to describe, to inform, and to entertain	Synthesis		
W.5.6.2	Select the form of writing that addresses the intended audience	Analysis		
W.5.6.3	Create expository and informative writing	Synthesis		
W.5.6.5	Write research reports using a variety of sources, summarizing skills, and paraphrasing	Synthesis		
W.5.6.10	Write across the curriculum	Synthesis		

South Conway County School District

6th Grade Literacy Pacing Guide

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W.7.6.8	Use writer's checklist or scoring guides/rubric to improve written work	Evaluation		
OV.1.6.2	Use standard English in classroom discussion	Application		
OV.1.6.3	Use appropriate oral communication for various purposes and audiences	Application		
OV.1.6.4	Demonstrate appropriate eye contact and posture	Application		
OV.1.6.5	Use correct pronunciation and inflection to communicate ideas and information	Application		
OV.1.6.6	Contribute appropriately to class discussion	Application		
OV.1.6.10	Evaluate self and peer's contributions to discussions based on preset criteria	Evaluation		
OV.2.6.1	Demonstrate effective listening skills by exhibiting appropriate body language	Application		
OV.2.6.2	Establish purpose for listening	Analysis		
OV.2.6.3	Listen attentively for main ideas and details	Comprehension		
OV.2.6.4	Demonstrate attentive skills to respond to speaker's message	Application		
IR.12.6.3	Use print and electronic sources, including computer databases, to locate information	Application		
IR.12.6.6	Develop notes that include main ideas, summaries, and paraphrasing	Application		
IR.12.6.7	Create a formal topic outline of main and sub-topics	Synthesis		