

**Sixth Grade
Language Arts Curriculum Pacing Guide
Mississippi Language Arts Framework Objectives**

Competency	
1a	The student will apply knowledge of roots and affixes (e.g. non-, trans-, over-, anti-, inter-, super-, -semi, com-, ex-, il-, mid-, under-, sub- , -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)
1f	The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)
2a1	Text Features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numbering, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. (DOK 2)
2a2	Parts of a book -title page, table of contents, glossary, index, appendix, footnotes, etc. (DOK 2)
2a4	Genres-Fiction, nonfiction, poetry, biographies, autobiographies, and plays . (DOK 2)
2d1	Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) (DOK 3)
3a 1-5	The Writing Process (DOK 3)
3b	The student will compose descriptive texts using sensory details and vivid language. (DOK 3)
3c	The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)
4a1	Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words; prime numbers/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects) (DOK 1)
4a2	Verbs (helping verbs, irregular, linking, transitive , and intransitive) (DOK1)
4a5	Articles: coordinating/subordinating conjunctions (DOK 1)
4a7	Prepositions (DOK 1)
4a8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative) (DOK 1)
4b	The student will apply Standard English mechanics to compose or edit. (DOK 1)
4b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) (DOK 1)
4b4	Apostrophes (possessives; contractions) (DOK 1)

4b10	Spell words commonly found in sixth grade text. (DOK 1)
4b11	Produce legible text (DOK 1)
4c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)
4c1	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses. (DOK 2)
4c2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses. (DOK 2)
4c3	Avoid sentence fragments, run-on sentences, and comma splices. (DOK 2)
4c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses . (DOK 2)
4c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses . (DOK 2)
	Second Nine Weeks
1c	The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)
1e	The student will use context clues to determine the figurative meanings of (e.g., simile, metaphor, personification, hyperbole, idiom) text and to communicate. (DOK 2)
2a3	Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (DOK 2)
2c	The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)
2d	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
2d2	Literary devices (e.g., imagery, exaggeration, dialogue) (DOK 3)
2d4	Author's purpose (e.g., inform, entertain, persuade) (DOK 3)
3a 1-5	The Writing Process (DOK 3)

3d	The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)
4a1	Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words; prime numbers/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects) (DOK 1)
4a3	Verb tense [including purpose] (present, past, future; present perfect, past perfect, and future perfect) (DOK 1)
4a4	Subject verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb (DOK 1)
4a6	Adjectives (e.g., descriptive, comparative, superlative, predicate adjectives) (DOK 1)
4a9	Pronoun-antecedent agreement (number and gender) (DOK 1)
4a10	Adverbs (avoiding double negatives; comparative forms) (DOK 1)
4b1	End punctuation (e.g., period, question mark, exclamation mark) (DOK 1)
4b9	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives) (DOK 1)
	Third Nine Weeks
1b	The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)
1d	The student will use context clues to determine meanings of unfamiliar or multiple meaning words . (DOK 2)
1g	The student will analyze and evaluate usage based on appropriateness for context and purpose (e.g., formal and informal language) . (DOK 3)
2b	The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
2b1	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. (DOK 2)
2b2	Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order. (DOK 2)
2b3	Infer cause and effect based on sequence of events and predict outcomes. (DOK 2)

2b4	Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. (DOK2)
2b5	Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text. (DOK 2)
2d	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
2d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (DOK 3)
2e	The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts . (DOK 2)
2e 1	Analyze use of and distinguish between fact and opinion. (DOK 2)
2e 2	Analyze the use of tools of persuasion (e.g. name calling, endorsement, repetition , air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references). (DOK 2)
3a 1-5	The Writing Process (DOK 3)
3e	The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)
4a11	Interjections (DOK 1)
4b1	End punctuation (e.g., period, question mark, exclamation mark) (DOK 1)
4b3	Commas (e.g., dates; series; addresses; greetings and closing of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; introductory clauses; and nonessential clauses) (DOK 1)
4b5	Semicolons (compound sentences) (DOK 1)
4b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) (DOK 1)
4b7	Underline/Italics (titles of books, movies, plays, and television shows) (DOK 1)
4b8	Colons (e.g., time, before lists introduced by independent clauses, and business letters) (DOK 1)
	Fourth Nine Weeks
1d	The student will use context clues to determine meanings of unfamiliar or multiple meaning words . (DOK 2)

1f	The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)
1g	The student will analyze and evaluate usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)
2b	The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)
2d	The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)
3f	The student will compose text of a variety of modes based on inquiry and research. (DOK 4)
3f1	Generate questions.(DOK 4)
3f2	Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.(DOK 4)
3f3	Identify and paraphrase important information from sources.(DOK 4)
3f4	Compare and contrast important findings and select sources to support central ideas, concepts, and themes.
3f5	Present the results using a variety of communication techniques. (DOK 4)
3f6	Reflect on and evaluate the process. (DOK 4)
4c	The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)
4c1	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses).(DOK 2)
4c2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses.(DOK 2)
4c3	Avoid sentence fragments, run-on sentences, and comma splices.(DOK 2)
4c4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses. (DOK 2)
4c5	Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses. (DOK 2)

