

Grade 6 - High Ability Language Arts - Curriculum Map - 2nd 9 Weeks (Summer 2003)

| Time Frame | Standard | Indicator/Skill | Resources | Assessments |
|-------------|---------------|---|--|--|
| 2nd 9 Weeks | Vocabulary | <ul style="list-style-type: none"> - V2 Use connotation/denotation - V3 Identify analogous relationships - V4 Interpret similes and metaphors | Test Prep Notebook | |
| | Reading | <ul style="list-style-type: none"> - RP3 Make comparisons - RA5 Analyze information from visuals - RALT5 Identify patterns, reoccurring themes and symbols - RP7 Monitor own comprehension - RP9,10 Read independently - RA8 Summarize informational text - RA4 Compare original text to a summary | Bridge to Teribithia RP3 "The Day for Growing Up" "Ta-Na-E-Ka (E)" "The Dog of Pompeii" RP7 "The Winter Catcher" "Just Once" "Storm from Woodsong" <u>Nothing But The Truth</u> | Thematic Poem "A Glory over Everything" (B) |
| | Writing | <ul style="list-style-type: none"> - WP13 Rearrange text for clarity - WP6 Write introductions and conclusions - WP7 Vary sentence structure - WP15 Proofread and edit - WP10 Use technology to compose text - WP12 Add and delete details - WA3 Write informational essays - WA6 Keep journals | | Writing Assessment Folder Prompt |
| | Conventions | <ul style="list-style-type: none"> - WC2,3 Review and continue to use end punctuation, commas and semi-colons - WC7 Use correct pronouns | | |
| | Research | <ul style="list-style-type: none"> - R1 Generate a topic - R6 Use quotations - R7 Use appropriate documentation - R4 Paraphrase important information - R5 Compare/contrast important information | | |
| | Communication | <ul style="list-style-type: none"> - C8 Deliver informational presentations - C5 Select appropriate language - C6 Use clear diction, tone... - C7 Adjust speaking content | | Informational Presentation |