

**CURRICULUM MAP
LANGUAGE ARTS
6th Grade**

1 st Nine Weeks	2 nd Nine Weeks
<p>Acquisition of Vocabulary <i>1. Define the meaning of unknown words by using context clues and the authors use of definition, restatement and example.</i> 6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words. 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p> <p>Communication: Oral/Visual 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</p> <p>Writing Applications 6. Produce informal writings (e.g., journals, notes and poems) for various purposes. 3. Write letters that state the purpose, make requests or give compliments and use business letter format.</p> <p>Writing Conventions 4. Use correct capitalization. 2. Use commas, end marks, apostrophes and quotation marks correctly. 1. Spell frequently misspelled and high-frequency words correctly. 15. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>Informational, Technical and Persuasive Text 1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents online tools (search engines) to locate information. 7. <i>Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform.</i></p>	<p>Acquisition of Vocabulary 2. <i>Apply knowledge of connotation and denotation to determine the meaning of words.</i> 4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p> <p>Literary Text 3. <i>Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</i> 6. <i>Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non fiction.</i></p> <p>Writing Conventions 8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases. 6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.</p> <p>Communication: Oral/Visual 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 7. Adjust speaking content and style according to the needs of the situation, setting and audience</p> <p>Informational, Technical and Persuasive Text 6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.</p> <p>Literary Text 2. <i>Identify the features of setting and explain their importance in literary text.</i></p> <p>Research 1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information. 2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources. 4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers). 6. Use quotations to support ideas. 7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited). 8. Use a variety of communication techniques, including written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.</p> <p>Writing Applications 4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.</p>

Power Indicators are in italics

The following process standards are embedded within the K-3 Integrated Curriculum: Mathematical Processes, Science and Technology, Scientific Inquiry, Scientific Ways of Knowing, Reading Process, Writing Process, Writing Conventions, Social Studies Skill and Methods.

7/12/07

CURRICULUM MAP
LANGUAGE ARTS
6th Grade

3 rd Nine Weeks	4 th Nine Weeks
<p>Acquisition of Vocabulary 3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p> <p>Informational, Technical and Persuasive Text 2. <i>Analyze examples of cause and effect an fact and opinion.</i> 4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.</p> <p>Communication: Oral/Visual 2. Summarize the main idea and draw conclusions from presentations and visual media. 4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. 8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from multiple sources and identify sources used.</p> <p>Writing Applications 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.</p> <p>Research 5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</p> <p>Literary Text 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures. 7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax.</p>	<p>Informational, Technical and Persuasive Text 3. <i>Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.</i> 5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.</p> <p>Literary Text 1. <i>Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions.</i> 4. Explain first, third and omniscient points of view, and explain how voice affects the text.</p> <p>Writing Conventions 3. Use semicolons, colons, hyphens, dashes and brackets. 7. Use nominative, objective, possessive, indefinite and relative pronouns.</p> <p>Writing Applications 2. Write responses to novels, stories, poems and plays that provide and interpretations, critique or reflection and that support judgments with specific references to the text. 5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p> <p>Communication: Oral/Visual 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details. 10. Deliver persuasive presentations that: a. establish a clear position; b. include relevant evidence to support position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). 6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas. 3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade)</p> <p>Acquisition of Vocabulary 6.5 Recognize and use words from other languages that have been adopted into the English language. 6.7 Identify symbols and acronyms and connect them to whole words.</p>

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CURRICULUM MAP
Language Arts
Grade 6

Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
8. List questions and search for answers within the text to construct meaning.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. Establish a thesis statement for informational writing or a plan for narrative writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details.
7. Vary simple, compound and complex sentence structures.
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
9. Vary language and style as appropriate to audience and purpose.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing.
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing

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