

Amherst Public Schools - Curriculum Map

English/Language Arts: Language, Reading/Literature

Grade Level: Six

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
<p>LANGUAGE</p> <p>Discussion and Presentation</p>	<p>Ongoing in all areas of literacy throughout the year</p>	<p>Uses appropriate subject-verb agreement and verb tense during interactions.</p> <p>Narrates a fictional or autobiographical account.</p> <p>Listens critically, distinguishes between fact/opinion and points of view.</p> <p>Plans and delivers an oral presentation, including: -Determining topic and purpose -Identifying the intended audience -Gathering information</p> <p>Chooses vocabulary appropriate to purpose and audience.</p> <p>Gathers relevant information for a research project or composition through interviews using effective listening and note taking strategies.</p> <p>Participates in conversations and discussions by responding appropriately.</p> <p>Summarizes and presents brief presentations, demonstrations, and oral reports.</p>	<p>Recorded observations during classroom activities</p> <p>In-class and homework assignments</p> <p>Analysis of completed teacher made and materials-based rubrics</p>	<p>Discussion 1.3, 1.4</p> <p>Questioning, Listening & Contributing 2.3</p> <p>Oral Presentation 3.8, 3.9</p>

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Discussion and Presentation		<p>Delivers oral responses to literature that develop an interpretation which demonstrates careful reading, understanding, and insight.</p> <p>Organizes oral presentations around several clear ideas, premises, or images.</p>		
Vocabulary	Ongoing in all areas of literacy throughout the year	<p>Applies knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.</p> <p>Determines the meaning on an unknown or content area word using knowledge of prefixes, suffixes or word roots.</p> <p>Identifies and interprets figurative language (including similes and metaphors) and multiple meanings of words.</p> <p>Understands unknown words in informational texts by using word, sentence, and paragraph cues to determine meaning.</p> <p>Restates and carries out multiple-step oral instructions and directions.</p> <p>Recognizes the origins and meanings of frequently used</p>	<p>Interactive writing journals</p> <p>Group participation</p> <p>Class participation</p> <p>Group and class activities</p>	<p>Vocabulary and Concept Development 4.17, 4.18, 4.19</p> <p>Structure and Origins in Modern English 5.9, 5.10, 5.11, 5.12, 5.13, 5.14</p>

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Vocabulary		Non-English words used in English and uses these words.		
Structure and Origins in Modern English	Ongoing in all areas of literacy throughout the year	<p>Identifies and properly uses present perfect, past perfect, and future perfect verb tenses.</p> <p>Identifies and interprets similes, comparisons that use <i>like</i> or <i>as</i>, and metaphors) as well as words with multiple meanings.</p> <p>Defines, gives examples, and uses nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections in error free sentences.</p> <p>Uses language and vocabulary appropriate for the purpose and audience.</p> <p>Applies conventions of grammar and language usage, types of sentences (simple, complex, compound), prepositions/prepositional phrases, articles, interjections, conjunctions, and variations of English.</p> <p>Reviews and demonstrates mastery of kinds of sentences: interrogative, exclamatory, declarative, and imperative.</p>	<p>Qualitative Reading Inventory 4 Fall.</p> <p>Analysis of timed readings.</p> <p>Teacher observation.</p> <p>Analysis of completed in-class and homework assignments.</p>	<p>Structure and Origins in Modern English 5.9, 5.10, 5.11, 5.12, 5.13, 5.14</p> <p>Formal & Informal English 6.4, 6.5, 6.6, 6.7</p>

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<p>READING AND LITERATURE</p> <p>Fluency</p>	<p>Ongoing in all areas of literacy throughout the year</p>	<p>Demonstrates strategies in using phonetic, structural and semantic information to achieve fluency.</p>	<p>Analysis of teacher made and materials-based rubrics.</p>	<p>Understanding a Text 8.19. 8.20. 8.21, 8.22</p> <p>Making Connections 9.4</p>
<p>Comprehension</p>	<p>Ongoing in all areas of literacy throughout the year</p>	<p>Identifies word origins, derivations, and inflections employing use of phrasing and knowledge of semantics.</p> <p>Uses context clues to facilitate meanings of words and technical vocabulary, including synonyms, antonyms, and inferences.</p> <p>Develops mature and specific vocabulary by recognizing idioms and identifying analogies and figurative language.</p> <p>Adjusts reading rate as appropriate to text complexity.</p> <p>Actively processes text before, during, and after reading by making, revising and confirming predictions.</p> <p>Recognizes tone, mood, and theme in works of literature.</p>	<p>Administration and analysis of MCAS-based rubrics.</p> <p>Group and class activities including Literature Circle discussions and note taking exercises.</p>	<p>Understanding a Text 8.19. 8.20. 8.21, 8.22</p> <p>Making Connections 9.4</p>

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Comprehension		<p>Determines and understands cause and effect and their impact on plot, characters, and outcome.</p> <p>Paraphrases, summarizes, synthesizes, and evaluates text.</p>		
<p>READING AND LITERATURE</p> <p>Comprehension</p>	<p>Ongoing in all areas of literacy throughout the year</p>	<p>Distinguishes between first and third person point of view.</p> <p>Uses knowledge of genre structures and text features to aid comprehension, and predict outcomes.</p> <p>Draws conclusions and makes inferences based on explicit and implied information</p> <p>Makes connections between non-print sources (media, primary, personal, secondary) and his or her prior knowledge, other sources, and the world.</p> <p>Uses context and sentence structure to determine meanings and differentiate among multiple meanings of words.</p>	<p>Discussion and interpretation of MCAS-based rubrics focused on Open-response. Analysis of completed teacher made and materials-based rubrics</p>	<p>Understanding a Text 8.19. 8.20. 8.21, 8.22</p>

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Comprehension		<p>Connects what is read to prior knowledge and personal experiences.</p> <p>Activates prior knowledge related to the topic and the text.</p> <p>Uses graphic organizers to analyze the elements of setting, characterization, and plot, including conflict.</p>		
Literary Analysis	September - November 6 weeks	<p>Recognizes the distinguishing features of different literary genres (e.g., novels, short stories, plays, myths, fables, and poems).</p> <p>Identifies and analyzes features of themes conveyed through characters, actions, and images.</p> <p>Explores how the author's choice and use of a genre shapes the meaning of the literary work.</p> <p>Recognizes what impact literary elements have on the meaning of the text.</p>	<p>Administration and analysis of MCAS-based rubrics</p> <p>In-class and homework assignments and readings</p>	
Genre	Ongoing in all areas of literacy throughout the year	Identifies the following subcategories of genres: contemporary fiction, realistic fiction, mystery, science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.	Administration and analysis of MCAS-based rubrics.	<p>Genre 10.3</p> <p>Theme 11.3</p>

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Fiction	Ongoing in all areas of literacy throughout the year	<p>Sets purposes and makes predictions.</p> <p>Distinguishes between first person, third person, and third person omniscient points of view.</p> <p>Identifies the elements of narrative structure, including setting, character, plot, internal and external conflict, and theme.</p> <p>Identifies theme by using graphic organizers to record cues in the text and inferences or conclusions made by the reader in response to those cues</p> <p>Identifies major and minor character traits, infers personality and relationships; explains character motive and development over time.</p> <p>Identifies common structures and stylistic elements, and compares versions from different cultures.</p> <p>Uses graphic organizers, such as two-column notes and Venn diagrams, to record changes in characters as a result of incidences in the plot.</p> <p>Recognizes the defining characteristics and features of subgenres of fiction including: historical, realistic, contemporary, science. mystery and multi-genre.</p>	<p>Written book report/critique or reflections.</p> <p>Qualitative Reading Inventory 4 Fall.</p>	Fiction 12.3

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Fiction		<p>Identifies main ideas and supporting information from a variety of informational texts.</p> <p>Uses information in charts, graphs, diagrams and tables to comprehend text</p>		
Non Fiction	Ongoing in all areas of literacy throughout the year. Focus: December -January 6 weeks	<p>Recognizes the defining characteristics of a variety of sub genres of informational texts (e.g., textbooks, biographical sketches, letters, diaries, directions and procedures, magazines, essays, historical documents, editorials, news stories, advertisements, periodicals, electronic resources, charts, graphs, and tables).</p> <p>Recognizes patterns of organizing text, including: chronological, comparison and contrast, cause and effect, problem and solution.</p> <p>Compares and contrasts information about one topic contained in different selections, including use of graphic organizers.</p> <p>Uses information in charts, graphs, diagrams and tables to comprehend text.</p> <p>Distinguishes between fact/opinion and supports facts with relevant details.</p>	<p>Discussion and interpretation of MCAS-based rubrics focused on Open-response questions.</p> <p>Successful completion of teacher made and materials-based rubrics focused on main idea/ summarizing exercises.</p> <p>In-class and homework Completed written research report.</p>	Nonfiction 13.13, 13.14, 13.15, 13.16, 13.17

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Non Fiction		<p>Explores/researches informational materials including reference materials by reviewing the characteristics of informational works, summarizing, determining importance, and making connections to related topics/information.</p> <p>Integrates and transfers strategies and skills learned in nonfiction unit to other content area subjects; e.g. social studies and science units.</p>		
Poetry	February-March 6-8 weeks	<p>Identifies and analyzes examples of poetic device using word choice, sentence structure, line length, punctuation, and sound such as onomatopoeia, rhyme scheme, unrhymed verse.</p> <p>Understands that both prose and poetry contain elements to be recognized in the comprehension process.</p> <p>Understands that sensory images and figurative language enrich texts by evoking emotional response.</p> <p>Identifies and interprets figurative language and literary devices: sensory detail, simile, rhyme, repetition, metaphor, alliteration, personification.</p>	<p>Analysis of class- and homework assignments.</p> <p>Analysis of completed personal poems.</p>	<p>Poetry 14.3</p> <p>Style & Language 15.3, 15.4</p>

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Myth, Traditional, Narrative & Classical Literature	April-May 6 weeks	<p>Compares traditional literature from different cultures.</p> <p>Recognizes recurring themes, patterns & symbols.</p> <p>Identifies forms such as comedy and tragedy.</p> <p>Reads plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict.</p> <p>Interprets literary passages using the following elements of literary structure: rising action, and falling action/resolution.</p> <p>Identifies common structures (magic helper, rule of three, and transformation) and stylistic elements (hyperbole, refrain, simile) in traditional literature.</p> <p>Integrates content learned in social studies units.</p>	Discussion and interpretation of MCAS-based rubrics focused on Open-response questions.	Myth, Traditional Narrative & Classical Literature 16.7, 16.8

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Dramatic Literature/ Dramatic Reading and Performance	May-June 4 weeks	<p>Identifies and analyzes structural elements particular to dramatic literature (scenes, acts, cast of characters, stage, directions) in the plays they read, view, write, and perform.</p> <p>Determines character motivation in a play or drama.</p> <p>Identifies literary characteristics of the dramatic script, including elements of dramatic structure, conventions, and format used in writing material for the stage.</p> <p>Reads plays and stories from a variety of cultures and historical periods and identifies the characters, setting, plot, theme, and conflict.</p> <p>Participates in in-class plays, skits and sketches.</p> <p>Recognizes that a film or drama can reflect attitudes and beliefs as well as the ideas, customs, and outlooks of a people living in a particular time in history.</p> <p>Identifies and analyzes the similarities and differences between a narrative text and its film or play version.</p>	<p>Analysis of completed in-class and homework assignments and readings. Active participation in group and whole class activities and discussion.</p> <p>Completed written critique of a play.</p>	<p>Dramatic Literature 17.3, 17.4</p> <p>Dramatic Reading & Performance 18.3</p>