

Jemez Valley Public Schools
SIXTH GRADE LANGUAGE ARTS • CONTENT MAP

| Quadrant I | Quadrant II | Quadrant III | Quadrant IV |
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| Strand 1: Reading and Listening for Comprehension | | | |
| Standard: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | | | |
| <p>Use the various parts of a text to locate specific information (index, table of contents, glossary).</p> <p>Read examples and write an autobiographical account.</p> <p>Use effective reading strategies to match type of text (year long).</p> <p>Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help) (year long).</p> <p>Follow oral and written directions for a procedure (year long).</p> <p>Use knowledge of punctuation to assist in comprehension. (year long).</p> <p>Identify figurative language in an oral selection.</p> <p>Generate questions to be answered while reading. (year long).</p> <p>Determine purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques.</p> <p>Identify and explore the underlying assumptions of the author (year long).</p> <p>Read selections and other materials assigned (year long).</p> <p>Read self-selected literature and other materials of individuals interest.</p> <p>Investigate examples of distortion and stereotypes.</p> | <p>Interact appropriately in group settings.</p> <p>Relate details, main ideas, settings, action and main characters.</p> <p>Restate and summarize information</p> <p>Make connections to related topics and information by generating questions</p> <p>Recognize the point of view of the author by considering alternative points of views or reasons by remaining open to other interpretations (year long)</p> <p>Organize information gathered for a research topic into major components based on appropriate criteria.</p> <p>Review fiction, types of fiction, and narrate a fictional account.</p> <p>Use multiple sources of print and non-print information in developing informational materials such as brochures, newspapers, newsletters, and advertisements by: (a) exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic database, CD-ROMs),and (b) distinguishing between primary and secondary sources</p> <p>Interpret and synthesize information from a variety of sources by monitoring comprehension</p> | <p>Use knowledge of language structure and literary or media techniques</p> <p>Draw conclusions based on evidence, reasons, or relevant information</p> <p>Interpret and synthesize information from a variety of sources by determining the importance of the information</p> <p>Interpret how personal circumstances and background shape interaction with text. (year long)</p> <p>Identify and interpret figurative language in a oral selection.</p> <p>Reflect on what has been learned after reading.</p> <p>Interpret and synthesize information from a variety of sources by drawing inferences.</p> <p>Interpret text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</p> <p>Discuss selections in teacher-student discussions and small groups</p> <p>Take an active role in whole-class seminars</p> <p>Discuss and analyze the effects on texts of literary devices, such as figurative language, dialogue and flashback</p> <p>Recognize underlying messages in order to identify</p> | <p>Consider the implications, consequences, or impact of conclusions</p> <p>Recognize underlying messages in order to identify recurring themes</p> <p>Reflect on learning experiences by describing personal learning growth and change in perspective.</p> <p>Explore expressive materials that are read, heard, or viewed by: (a) summarizing information, (b) determining the importance of the information -making connections to related topics/ information, (c) monitoring comprehension, (d) - drawing inferences, and (e) generating questions</p> |

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| | Identify evidence, reasons and relevant information. | recurring themes | |
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| Strand 2: Writing and Speaking for Expression | | | |
| Standard: Students will communicate effectively through speaking and writing. | | | |
| <p>Use simple and compound sentences.</p> <p>Draft, revise, edit, and proofread own written work</p> <p>Write for public and private audiences. (year long)</p> <p>Correctly spell frequently misspelled words (e.g., there, their, they're).</p> <p>Identify and correct errors in everyday speech. (year long)</p> <p>Identify parts of speech</p> <p>Use simple, compound, and complex sentences.</p> <p>Use verbs that agree with compound subjects.</p> <p>Use effective coordination of ideas to express complete thoughts.</p> <p>Punctuate using commas that link two clauses with a conjunction in compound sentences.</p> <p>Identify correct and incorrect punctuation in text.</p> <p>Identify characteristics of standard and non-standard English</p> | <p>Compose a variety of writings that express individual perspectives drawn from personal or related experience by using direct feedback from peers to revise content</p> <p>Correctly spell bases and affixes.</p> <p>Use simple, compound, complex and compound-complex sentences (year long).</p> <p>Use effective coordination and subordination of ideas to express complete thoughts</p> <p>Identify indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meanings</p> <p>Demonstrate competence in writing essays that present problems and solutions by (a) identifying the problem, (b) describing a solution, and (c) presenting reasons</p> <p>Properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meanings.</p> | <p>Demonstrate an awareness of language conventions and usage during oral presentations.</p> <p>Choose precise and engaging language, well-suited to the topic and audience</p> <p>Use figurative language and a variety of speech patterns</p> <p>Choose between standard and non-standard English dialects as appropriate for the topic, purpose, and audience.</p> <p>Interact in group discussions by: (a) offering personal opinions confidently without dominating, (b) giving valid reasons that support opinions, and (c) soliciting and considering others' opinions.</p> <p>Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.</p> | <p>Introduce and identify infinitives and participles, pronouns and antecedents.</p> <p>Spell derivatives correctly by applying the spellings of bases and affixes.</p> <p>Use a variety of sentences correctly by punctuating them properly and avoiding fragments and run-ons.</p> <p>Apply the parts of speech to clarify language usage.</p> <p>Choose language that is precise, engaging, and well suited to the topic and audience in a variety of oral presentations.</p> <p>Proofread, listen to, and monitor self to correct errors.</p> <p>Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.</p> <p>Use electronic media to effectively communicate with others.</p> |

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| Strand 3: Students will use literature and media to develop an understanding of people, societies, and the self. | | | |
| Standard: Students will communicate effectively through speaking and writing. | | | |
| <p>Identify the various themes in literary works. (year long)</p> <p>Read historically or culturally significant works of literature to develop an awareness of perspective(s). (year long)</p> <p>Identify author's use of character appeal.</p> <p>Describe how characters' actions reflect their cultures.</p> <p>Compare and contrast print and non-print versions of a literary work. (year long)</p> <p>Read historically or culturally significant works of literature to develop an awareness of perspective(s). (year long)</p> <p>Identify author's use of character appeal.</p> <p>Describe how characters' actions reflect their cultures.</p> <p>Compare and contrast print and non-print versions of a literary work. (year long)</p> | <p>Identify author's use of plots and setting</p> <p>Describe the author's use of various techniques (e.g. appeal of characters, logic, and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.</p> | <p>Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).</p> | <p>Examine connections between cultures worldwide and American society as depicted through literature</p> <p>Investigate a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses</p> |