

# Independent School District of Boise City

## Language Arts – Sixth Grade

### District Course #607

#### Course Description

The Boise District's Elementary Language Arts program focuses on providing skills training in phonics, word identification, comprehension, study skills, and writing skills in a course of study which exposes students to quality literature from a variety of authors.

#### Course Scope

Reading Process	Ongoing
Comprehension/Interpretation	Ongoing
Writing Process	Ongoing
Writing Applications	Ongoing
Writing Components	Ongoing
Communication	Ongoing

### Standard 1: Reading Process

<b>Grade 6</b>	<b>District Reference 607</b>
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<b>Instructional Objective</b> 607.1 Acquire Concepts About Text	<b>Standard Reference</b> 6.LA.1.2 Reading Process
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No.	Performance Objective	Resource Reference	Assessment Correlation
1	Apply the structural features of popular media.	Technology Curriculum	TO
2	Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.	Treasures Units 1-6	ISAT, TO, TWA, TMA
3	Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.	Treasures Units 2-6	ISAT, TO, TWA, TMA

<b>Instructional Objective</b> 607.2 Acquire Decoding Skills Using Word Parts	<b>Standard Reference</b> 6.LA.1.4 Reading Process
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No.	Performance Objective	Resource Reference	Assessment Correlation
1	Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.	Treasures Units 3-6	ISAT, TO, TWA, TMA
2	Read abbreviations appropriate to grade level.	Treasures Unit 2, DOL	ISAT, TMA, TO

<b>Instructional Objective</b> 607.3 Acquire Decoding Skills Using Syllabication			<b>Standard Reference</b> 6.LA.1.5 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Apply spelling and syllabication rules to aid in decoding and word recognition.	Treasures Units 2, 3, 4	ISAT, TO, TWA, TMA
<b>Instructional Objective</b> 607.4 Acquire Decoding Skills Using Context			<b>Standard Reference</b> 6.LA.1.6 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Use context clues to aid in decoding of new words.	Treasures Units 1-6	ISAT, TO, TWA, TMA
<b>Instructional Objective</b> 607.5 Acquire Fluency			<b>Standard Reference</b> 6.LA.1.7 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).	Treasures Units 1-6	ISAT, TO, TWA, TMA
<b>Instructional Objective</b> 607.6 Vocabulary and Concept Development			<b>Standard Reference</b> 6.LA.1.8 Reading Process
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Infer word meaning from knowledge of root words, derived from Greek and Latin.	Treasures Units 3, 5, 6	ISAT, TO, TWA, TMA
2	Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.	Treasures Units 1-6	ISAT, TO, TWA, TMA
3	Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.	Treasures Units 1-6	ISAT, TO, TWA, TMA
4	Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.	Treasures Units 2-6	ISAT, TO, TWA, TMA

## Standard 2: Comprehension/Interpretation

<b>Instructional Objective</b> 607.7 Acquire Strategies and Skills for Comprehending Text			<b>Standard Reference</b> 6.LA.2.1 Comprehension/Interpretation
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment</b>

			<b>Correlation</b>
1	Determine the author's purpose, stated or implied, for writing various texts.	Treasures Units 1-2, 4-6	ISAT, TO, TWA, TMA, CBM
2	Apply cause and effect relationships to gain meaning from text.	Treasures Units 1-4, 6	ISAT, TO, TWA, TMA
3	Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.	Treasures Units 1-6	ISAT, TO, TWA, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
607.8 Acquire Skills to Comprehend Expository Text		6.LA.2.2 Comprehension/Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Apply knowledge of expository text structure to extend comprehension.	Treasures Units 2-6	ISAT, TO, TWA, TMA, WR
2	Generate how, why, and what-if questions for interpreting expository texts.	Treasures Units 2, 5, 6	ISAT, TO, TWA, TMA, WR
3	Identify the facts and details that support the author's argument and summarize the findings.	Treasures Units 1, 4-6	ISAT, TO, TWA, TMA
4	Follow multi-step written directions.	Treasures Units 2-6	ISAT, TO, TWA, TMA
<b>Instructional Objective</b>		<b>Standard Reference</b>	
607.9 Acquire Skills for Comprehending Literary Text		6.LA.2.3 Comprehension/Interpretation	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Describe different genres of fiction and kinds of poetry, and the major characteristics of each form.	Treasures Units 1-6	ISAT, TO, TWA, TMA
2	Distinguish between major characters and minor characters.	Treasures Units 1-5	ISAT, TO, TWA, TMA
3	Analyze the influence of the setting on the problem and resolution of the story.	Treasures Units 1-3, 5-6	ISAT, TO, TWA, TMA
4	Analyze the conflict of a plot and explain its resolution.	Treasures Units 1-6	ISAT, TO, TWA, TMA
5	Identify the literary point of view (e.g., first person, third person) in literary text.	Treasures Units 1-5	ISAT, TO, TWA, TMA
6	Identify themes that appear in different literary works.	Treasures Units 2, 5, 6	ISAT, TO, TWA, TMA
7	Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.	Treasures Units 2, 3, 5, 6	ISAT, TO, TWA, TMA

### Standard 3: Writing Process

<b>Instructional Objective</b>			<b>Standard Reference</b>
607.10 Acquire Prewriting Skills			6.LA.3.1 Writing Process
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Generate ideas using prewriting strategies.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
2	Generate a main idea appropriate to the type of writing.	Pencil Box	TMA, TO, WR, DWA
3	Select organizational strategies appropriate for writing.	Pencil Box	TMA, TO, WR, DWA
4	Apply an appropriate writing format for purpose and audience.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
5	Plan writing to produce a piece of writing within a set time period.	Pencil Box	TMA, TO, WR, DWA
<b>Instructional Objective</b>			<b>Standard Reference</b>
607.11 Acquire Skills for Writing a Draft			6.LA.3.2 Writing Process
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
2	Write a draft with a main idea and appropriate details in a logical sequence.	Pencil Box	TMA, TO, WR, DWA
<b>Instructional Objective</b>			<b>Standard Reference</b>
607.12 Acquire Skills for Revising a Draft			6.LA.3.3 Writing Process
No.	Performance Objective	Resource Reference	Assessment Correlation
1	Revise draft for meaning, clarity and effective sequencing.	Treasures Units 1-6	TWA, TMA, TO, WR, DWA
2	Add details to more effectively accomplish the purpose of writing.	Pencil Box	TMA, TO, WR, DWA
3	Apply and add transition words to clarify sequence.	Pencil Box	TMA, TO, WR, DWA
4	Rearrange words, sentences, and paragraphs to enhance writing style.	Pencil Box	TMA, TO, WR, DWA
5	Apply literary models to refine writing style.	Pencil Box	TMA, TO, WR, DWA

6	Apply strategies to guide the revision process.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.13 Acquire Skills for Editing a Draft		<b>Standard Reference</b> 6.LA.3.4 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Edit the draft using an editing checklist with common editing marks.	Treasures Units 1-6 Pencil Box	ISAT, TWA, TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.14 Acquire Skills to Publish Writing		<b>Standard Reference</b> 6.LA.3.5 Writing Process	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Publish writing in an appropriate format for the purpose and audience.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
2	Share writing with intended audience.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA

#### Standard 4: Writing Applications

<b>Instructional Objective</b> 607.15 Acquire Expressive (Narrative/Creative) Writing Skills		<b>Standard Reference</b> 6.LA.4.1 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write narratives that develop a standard plot line.	Treasures Units 1, 3, 4 Pencil Box	TWA, TMA, TO, WR, DWA
2	Write a variety of expressive works that include sensory details and figurative language.	Treasures Units 3, 6 Pencil Box	TWA, TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.16 Acquire Expository (Informational/Research) Writing Skills		<b>Standard Reference</b> 6.LA.4.2 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write technical text that identifies a sequence of activities or processes.	Treasures Units 3, 6 Pencil Box	TWA, TMA, TO, WR, DWA
2	Write a research report with facts, details, and	Treasures Units 1-6	TWA,

	examples from multiple sources.	Pencil Box	TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.17 Acquire Persuasive Writing Skills		<b>Standard Reference</b> 6.LA.4.3 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write persuasive compositions that state and support a position with emotional appeals.	Treasures Unit 2 Pencil Box	TWA, TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.18 Acquire Skills for Literary Response		<b>Standard Reference</b> 6.LA.4.4 Writing Applications	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write a response that identifies a text to self, text to world, and/or text to text connection.	Treasures Units 1-6 Pencil Box	TWA, TMA, TO, WR, DWA
2	Write responses to literature that identify the author's purpose.	Treasures Units 4 Treasures Additional Lessons/Resources	TWA, TMA, TO, WR, DWA

### Standard 5: Writing Components

<b>Instructional Objective</b> 607.19 Acquire Handwriting Skills		<b>Standard Reference</b> 6.LA.5.1 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Write fluently and legibly in print or cursive.	Treasures Units 1-6	TWA, TMA, TO, WR, DWA
<b>Instructional Objective</b> 607.20 Acquire Spelling Skills		<b>Standard Reference</b> 6.LA.5.2 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Spell correctly Grade 6 high-frequency words and content area words.	Treasures Units 1-6	ISAT, TO, TWA, TMA
2	Spell correctly multi-syllabic words that include those with Greek and Latin derivatives.	Treasures Unit 3-6	ISAT, TO, TWA, TMA
3	Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals) to spell accurately.	Treasures Units 1-6	ISAT, TO, TWA, TMA

<b>Instructional Objective</b> 607.21 Acquire Skills for Sentence Structure		<b>Standard Reference</b> 6.LA.5.3 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Identify complex sentences with subject and verb agreement.	Treasures Unit 1, 3 Treasures, DOL	ISAT, TMA, TO
2	<ul style="list-style-type: none"> <li>Use correctly: future verb tenses adjectives personal pronouns conjunctions adverbs</li> </ul>	Treasures Unit 3-6	ISAT, TO, TWA, TMA
<b>Instructional Objective</b> 607.22 Acquire Skills for Using Conventions		<b>Standard Reference</b> 6.LA.5.4 Writing Components	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Apply capitalization correctly in writing.	Treasures Unit 2, Treasures DOL	ISAT, TMA, TO, WR, DWA
2	Use quotation marks and commas to punctuate dialogue.	Treasures Unit 3, 6 Treasures DOL	ISAT, TMA, TO, WR, DWA

### Standard 6: Communication

<b>Instructional Objective</b> 607.23 Acquire Listening Skills		<b>Standard Reference</b> 6.LA.6.1 Communication	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Listen in order to summarize information from a variety of sources.	Treasures Unit 2 Treasures Additional Lessons/Resources	TMA, TO
2	Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture).	Treasures Read Aloud Anthology	TMA, TO
3	Listen to identify the tone, mood, and emotion conveyed in oral communications.	Treasures Units 4, 5 Treasures Read-a- loud	TMA, TO
4	Listen to acquire and summarize information from a variety of sources.	Treasures Unit 1-6	TWA, TMA, TO

<b>Instructional Objective</b> 607.24 Acquire Speaking Skills		<b>Standard Reference</b> 6.LA.6.2 Communication	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	Ask questions to elicit information, including evidence to support a speaker's position.	Treasures Units 1-6	TWA, TMA, TO
2	Emphasize important points to assist the listener in following an oral presentation.	Treasures Read-a-Loud Treasures Units 2	TMA, TO
3	Organize oral presentations to maintain a clear focus.	Treasures Units 1-6	TWA, TMA, TO
4	Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.	Treasures Units 1, 3	TMA, TO
5	Use appropriate verbal and nonverbal techniques to maintain audience interest.	Treasures Units 1-6	TWA, TMA, TO
6	Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight.	Treasures Units 1-6	TWA, TMA, TO
<b>Instructional Objective</b> 607.23 Acquire Viewing Skills		<b>Standard Reference</b> 6.LA.6.3 Communication	
<b>No.</b>	<b>Performance Objective</b>	<b>Resource Reference</b>	<b>Assessment Correlation</b>
1	View media to analyze as source for information entertainment, and persuasion appropriate to grade level.	Treasures Units 2-4, 6	TWA, TMA, TO
2	Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	Treasures Units 1-6	ISAT, TWA, TMA, TO
3	Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.	Treasures Units 4-6	TWA, TMA, TO
4	Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.	Treasures Additional Lessons/Resources	TMA, TO, TD
5	Use a variety of resources to produce visuals in order to communicate to an audience.	Treasures Units 2	TMA, TO, TD

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY  
IDAHO ACHIEVEMENT STANDARDS  
GRADE 6  
LANGUAGE ARTS**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Reading Process**

Students use Greek and Latin root words and affixes, rules of syllabication, and context clues to decode and analyze the meaning of unknown words in increasingly complex text. Students interpret words with multiple meanings to understand vocabulary across content areas. Students identify and interpret figurative language. Students independently read grade-level-appropriate text with fluency for different purposes and audiences.

**Goal 1.1: Acquire Concepts About Print**

No objectives at this grade level.

**Goal 1.2: Acquire Concepts About Text**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.2.1 Apply the structural features of popular media.
- 6.LA.1.2.2 Apply text features (e.g., directions, legend, index, and glossary, sequence, bold face print, headings) to explain text.
- 6.LA.1.2.3 Identify graphic sources of information (e.g., maps, graphs, illustrations, diagrams, timelines, or tables) to address research questions.

**Goal 1.3: Acquire Phonological Awareness Skills**

No objectives at this grade level.

**Goal 1.4: Acquire Decoding Skills Using Word Parts**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode complex words.
- 6.LA.1.4.2 Read abbreviations appropriate to grade level.

**Goal 1.5: Acquire Decoding Skills Using Syllabication**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.5.1 Apply spelling and syllabication rules to aid in decoding and word recognition.

**Goal 1.6: Acquire Decoding Skills Using Context**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.6.1 Use context clues to aid in decoding of new words.

**Goal 1.7: Acquire Fluency**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.7.1 Read grade-level-appropriate text orally with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal).

## **Goal 1.8: Vocabulary and Concept Development**

### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.1.8.1 Infer word meaning from knowledge of root words, derived from Greek and Latin
- 6.LA.1.8.2 Apply context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings.
- 6.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.
- 6.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and glossary to find or confirm word meanings and/or clarify shades of meaning.

## **Standard 2: Comprehension/Interpretation**

Students expand comprehension by analyzing and interpreting information and ideas in a variety of grade-level-appropriate expository and literary text. Students describe and connect the essential ideas, arguments, and perspectives from multiple sources and apply knowledge of text structure, organization, and purpose to do research. Students apply more complex literary elements and devices to understand a variety of genres.

## **Goal 2.1: Acquire Strategies and Skills for Comprehending Text**

### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.2.1.1 Determine the author's purpose, stated or implied, for writing various texts.
- 6.LA.2.1.2 Apply cause and effect relationships to gain meaning from text.
- 6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.

## **Goal 2.2: Acquire Skills to Comprehend Expository Text**

### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.2.2.1 Apply knowledge of expository text structure to extend comprehension.
- 6.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts
- 6.LA.2.2.3 Identify the facts and details that support the author's argument and summarize the findings.
- 6.LA.2.2.4 Follow multi-step written directions.

### **Goal 2.3: Acquire Skills for Comprehending Literary Text**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.2.3.1 Describe different genres of fiction and kinds of poetry, and the major characteristics of each form
- 6.LA.2.3.2 Distinguish between major characters and minor characters.
- 6.LA.2.3.3 Analyze the influence of the setting on the problem and resolution of the story.
- 6.LA.2.3.4 Analyze the conflict of a plot and explain its resolution.
- 6.LA.2.3.5 Identify the literary point of view (e.g., first person, third person) in literary text.
- 6.LA.2.3.6 Identify themes that appear in different literary works.
- 6.LA.2.3.7 Identify common literary devices (e.g., flashback, foreshadowing, personification) to increase comprehension.

### **Standard 3: Writing Process**

Students use all five steps of the writing process to write clear and focused essays. Students develop skill in determining the purpose and intended audience for a piece of writing. Students use this information to determine an effective organizational structure for the writing. Students revise their writing for style and fluency.

#### **Goal 3.1: Acquire Prewriting Skills**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.3.1.1 Generate ideas using prewriting strategies.
- 6.LA.3.1.2 Generate a main idea appropriate to the type of writing.
- 6.LA.3.1.3 Select organizational strategies appropriate for writing.
- 6.LA.3.1.4 Apply an appropriate writing format for purpose and audience.
- 6.LA.3.1.5 Plan writing to produce a piece of writing within a set time period.

#### **Goal 3.2: Acquire Skills for Writing a Draft**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea and supporting details.
- 6.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence.

#### **Goal 3.3: Acquire Skills for Revising a Draft**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing.
- 6.LA.3.3.2 Add details to more effectively accomplish the purpose of writing.
- 6.LA.3.3.3 Apply and add transition words to clarify sequence.
- 6.LA.3.3.4 Rearrange words, sentences, and paragraphs to enhance writing style.
- 6.LA.3.3.5 Apply literary models to refine writing style.
- 6.LA.3.3.6 Apply strategies to guide the revision process.

#### **Goal 3.4: Acquire Skills for Editing a Draft**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.3.4.1 Edit the draft using an editing checklist with common editing marks.

#### **Goal 3.5: Acquire Skills to Publish Writing**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience.

6.LA.3.5.2 Share writing with intended audience.

#### **Standard 4: Writing Applications**

Students write in a variety of formats to generate, record, and reflect upon ideas. Students write expository texts that support a main idea with specific details. Students write narratives that contain identifiable plot elements. Students write original creative works.

#### **Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.4.1.1 Write narratives that develop a standard plot line.
- 6.LA.4.1.2 Write a variety of expressive works that include sensory details and figurative language.

#### **Goal 4.2: Acquire Expository (Informational/Research) Writing Skills**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.4.2.1 Write technical text that identifies a sequence of activities or processes.
- 6.LA.4.2.2 Write a research report with facts, details, and examples from multiple sources.

#### **Goal 4.3: Acquire Persuasive Writing Skills**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.4.3.1 Write persuasive compositions that state and support a position with emotional appeals.

#### **Goal 4.4: Acquire Skills for Literary Response**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection.
- 6.LA.4.4.2 Write responses to literature that identify the author's purpose.

## **Standard 5: Writing Components**

Students use the components of written language appropriate to this grade level. Students correctly use and punctuate a wide variety of sentences. Students use conventions, including paragraphing, to enhance their writing.

### **Goal 5.1: Acquire Handwriting Skills**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.5.1.1 Write fluently and legibly in print or cursive.

### **Goal 5.2: Acquire Spelling Skills**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.5.2.1 Spell correctly Grade 6 high-frequency words and content area words.  
6.LA.5.2.2 Spell correctly multisyllabic words that include those with Greek and Latin derivatives.  
6.LA.5.2.3 Apply spelling rules appropriate to grade level (e.g., less common prefixes, suffixes and plurals), to spell accurately.

### **Goal 5.3: Acquire Skills for Sentence Structure**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.5.3.1 Identify complex sentences with subject and verb agreement.  
6.LA.5.3.2 Use correctly:
- future verb tenses
  - adjectives
  - personal pronouns
  - conjunctions
  - adverbs

### **Goal 5.4: Acquire Skills for Using Conventions**

**Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.5.4.1 Apply capitalization correctly in writing.  
6.LA.5.4.2 Use quotation marks and commas to punctuate dialogue.

## **Standard 6: Communication**

Students develop effective interpersonal listening skills that help them acquire and respond to a variety of electronic and live sources. Students plan and deliver oral presentations for varied purposes and audiences. Students view traditional and visually-presented material for critical analysis and evaluation.

### **Goal 6.1: Acquire Listening Skills**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.6.1.1 Listen in order to summarize information from a variety of sources.
- 6.LA.6.1.2 Listen attentively to compare speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) to the nonverbal message (e.g., posture and gesture).
- 6.LA.6.1.3 Listen to identify the tone, mood, and emotion conveyed in oral communications.
- 6.LA.6.1.4 Listen to acquire and summarize information from a variety of sources.

### **Goal 6.2: Acquire Speaking Skills**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.6.2.1 Ask questions to elicit information, including evidence to support a speaker's position.
- 6.LA.6.2.2 Emphasize important points to assist the listener in following an oral presentation.
- 6.LA.6.2.3 Organize oral presentations to maintain a clear focus.
- 6.LA.6.2.4 Deliver narrative presentations that include sensory details and establish a context, plot, and point of view.
- 6.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest.
- 6.LA.6.2.6 Deliver oral responses to literature that develop an interpretation that shows careful reading, understanding, and insight.

### **Goal 6.3: Acquire Viewing Skills**

#### **Objective(s): By the end of Grade 6, the student will be able to:**

- 6.LA.6.3.1 View media to analyze as source for information entertainment, and persuasion appropriate to grade level.
- 6.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
- 6.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues.
- 6.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues.
- 6.LA.6.3.5 Use a variety of resources to produce visuals in order to communicate to an audience.