

Addison School District

4



Sixth Grade

Essential Learning Standards Handbook

Our Mission

We believe in **EXCELLENCE 4 ALL**

Our Vision

The Addison School District 4 Community...

- Provides a safe, nurturing, and innovative learning environment;
- Empowers all students to achieve success while embracing and celebrating individual differences; and
- Develops life-long learners with a global perspective.



This publication is designed to help you better understand the Addison School District 4 **Sixth Grade Curriculum** presented at Indian Trail Junior High School.

Included you will find a summary of all Sixth Grade subject areas outlined by the **Essential Learning Standards** (bold and underlined) with specific **skill descriptors** (bulleted) for each content area. All Essential Learning Standards are aligned with Common Core and Illinois Learning Standards and are designed to accurately measure student progress.

In each curricular area, progress will be recorded using the following *Standards Marks* on the Student Learning Profile (SLP):

- **ME** Meeting Standards with Excellence
- **MS** Meeting Standards
- **AS** Approaching Standards
- **AC** Area of Concern

Our goal is to design instruction that focuses on the learning needs of **ALL** students to develop critical thinkers, collaborators, problem solvers, and creators.

It is the district's goal to engage all students as active participants in learning and to evaluate the instructional program based on student performance progress.

Ardmore School
644 S. Ardmore
Addison, IL 60101
(630) 458-2900

Army Trail School
346 Army Trail Blvd
Addison, IL 60101
(630) 458-2502

Early Learning Center
650 S. Ardmore
Addison, IL 60101
(630) 458-3075

Fullerton School
400 S. Michigan
Addison, IL 60101
(630) 458-2950

Indian Trail Jr. High
222 Kennedy Dr.
Addison, IL 60101
(630) 458-2600

Lake Park School
330 W. Lake Park Dr.
Addison, IL 60101
(630) 458-3010

Lincoln School
720 N. Lincoln
Addison, IL 60101
(630) 458-3040

Stone School
1404 W. Stone
Addison, IL 60101
(630) 628-4020

Updated 06/16

Standards Mark		Standards Mark Description
ME	Meeting with Excellence	Students consistently extend grade level and/or course level expectations. Students independently apply and evaluate Essential Learning Standards and Skills at an advanced level. Learning Objectives – argue, critique, produce, interpret, verify, judge, create, devise, synthesize, deduce “WOW” - <i>Exemplary, Exceptional, High Quality, In-Depth, Superb, Outstanding, Above and Beyond</i>
MS	Meeting Standards	Students consistently meet grade level and/or course level expectations with very little or no guidance. Students are able to demonstrate and apply Essential Learning Standards and Skills at a proficient level. Learning Objectives – remember, define, label, understand, compare, demonstrate, predict, convert, discuss, analyze, explain, classify “YES” - <i>Skilled, Adept, Solid, Capable</i>
AS	Approaching Standards	Students are developing understanding of grade level and/or course level expectations but are in need of additional support. Students are able to demonstrate and apply Essential Learning Standards and Skills with guidance at a progressive level. “YES, BUT....” - <i>Limited, Predictable, Within Reason, Generally Accurate</i>
AC	Area of Concern	Students are not making adequate progress toward grade level and/or course level expectations. Students do not demonstrate application of Essential Learning Standards and Skills even with additional guidance. “NO, BUT...” - <i>Unsuccessful, Partial, Well Below, Inadequate, Misconception, Errors, Omissions</i>

It is expected that ALL students **Meet Standards** in ALL subject areas. “Meeting Standards” means that students are demonstrating high achievement using course level material. In order for students to “Meet Standards,” they must consistently show proficiency and mastery of Essential Learning Standards. Students who are inconsistent in meeting the standards will be considered “Approaching Standards.” Students who are “Approaching Standards” may be working at or below grade level and may require assistance in order to master content. Students who lack mastery of content will be considered “Area of Concern.” Students receiving “Area of Concern” require substantial support.

“Meeting with Excellence,” indicates a student is extending beyond the course level expectations. The student is doing so, independently without teacher support. Achieving “Meeting with Excellence” is difficult to attain. However, students will be given opportunities embedded in classroom activities and assessments to demonstrate exemplary ME understanding.

Standards Mark		PBIS Classroom Behavior Mark Description
ME	Meeting with Excellence	Students independently demonstrate and apply PBIS expectations without being prompted. Students exhibit leadership skills and act as positive role models. “WOW” behavior is: Exemplary, Superb, Outstanding, Highly Commendable
MS	Meeting Standards	Students demonstrate high achievement under PBIS expectations with little to no redirection needed. “YES” behavior is: Consistent, Reliable, Good, Minimal Redirections Needed
AS	Approaching Standards	Students inconsistently demonstrate achievement under PBIS expectations. Redirections and/or behavioral interventions are needed. “YES, BUT....” behavior is: Fair, Inconsistent, Needs Redirection, Needs Behavior Reflection & Interventions
AC	Area of Concern	Students do not demonstrate PBIS expectations, even with additional redirection. “NO, BUT...” behavior is: Poor, Well Below Expectations, Difficulty Following Redirection, Worthy of Referral / Removal

It is expected that ALL students **Meet Standards** in ALL subject areas. “Meeting Standards” means that students are demonstrating high achievement using PBIS Expectations. In order for students to “Meet Standards,” they must consistently demonstrate and apply the Classroom Expectations. They can independently demonstrate and apply the Classroom Expectations. Students who are inconsistent in meeting the standards will be considered “Approaching Standards.” Students who are “Approaching Standards” are developing understanding with the need of direct teacher support. They are able to demonstrate and apply the Classroom Expectations with redirection. Students who are not developing understanding and are in need of much support will be considered “Area of Concern.” Students receiving “Area of Concern” are not able to demonstrate the Classroom Expectations, even with additional redirection.

“Meeting with Excellence,” indicates a student is independently demonstrating and applying PBIS expectations. The student is consistently respectful to staff and peers. Students are able to respectfully monitor each other and act as positive role models.

6th Grade
Essential Learning Standards

2016-17

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CORE CURRICULAR AREAS

LANGUAGE ARTS (GENERAL & ACCELERATED)

- 6.01 READING COMPREHENSION - Applies strategies to increase comprehension and communicate information**
- Reads and comprehends literature and literary nonfiction
 - Uses textual evidence to support explicit and inferential statements drawn from the text
 - Determines themes or central ideas of text and analyzes development over the course of the text
 - Provides an objective summary of the text
 - Describes a story's plot as well as how the characters respond or change as the plot moves toward a resolution
 - Compares and contrasts a fictional portrayal of a time, place, or character from a historical account of the same period as a means of understanding how authors of fiction use or alter history
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
 - Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
 - Determines point of view in a text and explains how the author developed his/her point of view.
 - Compares and contrasts a text to its multimedia version
 - Evaluates the argument and specific claims in a text, assessing whether the reasoning is appropriate
 - Compares and contrasts one author's presentation of events with that of another
 - Analyzes the impact of a specific word choice on meaning and tone
- 6.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
 - Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 6.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling when writing
 - With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- 6.04 WRITTEN EXPRESSION - Composes well-organized, supported and grammatically correct writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence
 - Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- 6.05 RESEARCH - Researches information and shares findings in a variety of formats**
- Uses technology, including the Internet, to produce and publish writing (keyboarding).
 - Conducts short research projects to answer a question, drawing on several sources and refocusing the topic when appropriate
 - Gathers relevant information from multiple sources, assesses the credibility of each source, quotes data while avoiding plagiarism, and provides a basic bibliography
 - Draws evidence from literary or informational text to support evidence and reflect research
- 6.06 ORAL PRESENTATION - Speaks and listens effectively in a variety of situations**
- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners while building on others' ideas and expressing their own clearly
 - Interprets information presented in diverse media and explains how it contributes to a topic, text, or issue under study
 - Delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence
 - Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
 - Includes multimedia components and visual displays in presentations to clarify information
 - Adapts speech to a variety of contexts and tasks, demonstrating command of Standard English
- 6.07 Completes Daily Work and Assignments**
- 6.08 Demonstrates PBIS Classroom Behavioral Expectations**

MATHEMATICS

Ratios and Proportional Relationships (6.RP)

6.01 Understand ratio concepts and use ratio reasoning to solve problems

- **CCM.6.RP.1:** Understand the concept of a ratio
- **CCM.6.RP.2:** Understand the concept of a unit rate
- **CCM.6.RP.3:** Use ratios and rates to solve real-world mathematical problems
- **CCM.6.RP.3a:** Make and use tables to compare ratios and plot the values on the coordinate plane
- **CCM.6.RP.3b:** Solve unit rate problems
- **CCM.6.RP.3c:** Solve mathematical percent problems

The Number System (6.NS)

6.02 Divide fractions by fractions

- **CCM.6.NS.1:** Divide fractions by fractions

6.03 Compute with multi-digit numbers and find common factors and multiples

- **CCM.6.NS.3:** Add, subtract, multiply, and divide multi-digit decimals
- **CCM.6.NS.4:** Find the greatest common factor of two whole numbers and the least common multiple of two whole numbers

6.04 Understand Rational numbers

- **CCM.6.NS.5:** Understand that positive and negative numbers are used together to describe quantities having opposite directions or values
- **CCM.6.NS.6:** Understand a rational number as a point on the number line
- **CCM.6.NS.6a:** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line
- **CCM.6.NS.6b:** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes
- **CCM.6.NS.6c:** Find and position integers and other rational numbers on a horizontal or vertical number line and on a coordinate plane
- **CCM.6.NS.7:** Understand ordering and absolute value of rational numbers
- **CCM.6.NS.7a:** Use a number line to interpret statements of inequality
- **CCM.6.NS.7b:** Write, interpret, and explain statements about number order in real-world contexts
- **CCM.6.NS.7c:** Understand the absolute value of a rational number as its distance from 0 on the number line and in real-world situations
- **CCM.6.NS.7d:** Order rational numbers including absolute value
- **CCM.6.NS.8:** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane

Expressions and Equations (6.EE)

6.05 Understand algebraic expressions

- **CCM.6.EE.1:** Write and evaluate numerical expressions involving whole-number exponents
- **CCM.6.EE.2:** Write, read, and evaluate variable expressions
- **CCM.6.EE.2a:** Write expressions from verbal descriptions using letters and numbers
- **CCM.6.EE.2b:** Write verbal expressions from algebraic expressions
- **CCM.6.EE.2c:** Evaluate algebraic expressions, using order of operations
- **CCM.6.EE.3:** Apply the properties of operations to generate equivalent expressions
- **CCM.6.EE.4:** Identify when two expressions are equivalent

6.06 Solve one-variable equations and represent inequalities

- **CCM.6.EE.5:** Use substitution to determine whether a given number in a specified set makes an equation or inequality true
- **CCM.6.EE.6:** Write variable expressions when solving a real-world mathematical problem
- **CCM.6.EE.7:** Write and solve equations based on real-world situations
- **CCM.6.EE.8:** Write and graph an inequality to represent real-world situations; Recognize that inequalities have infinitely many solutions

Geometry (6.G)

6.07 Solve problems involving area, surface area, and volume

- **CCM.6.G.1:** Find the area of polygons by composing/decomposing those figures into the individual polygons
- **CCM.6.G.2:** Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths
- **CCM.6.G.3:** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side
- **CCM.6.G.4:** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures

Statistics and Probability (6.SP)

6.08 Develop understanding of statistical variability and summarize and describe distributions

- **CCM.6.SP.1:** Understand and write an appropriate statistical question
- **CCM.6.SP.2:** Examine the distribution of a data set and find the center (median or mean), spread (range), and describe the overall shape
- **CCM.6.SP.3:** Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number
- **CCM.6.SP.4:** Display numerical data in various types of displays
- **CCM.6.SP.5:** Summarize numerical data sets in relation to their context

6.09 Fluent in Basic Math Operations

- Fluently simplifies fractions with a denominator up to 100

- **CCM.6.NS.3:** Fluently add, subtract, multiply, and divide multi-digit decimal numbers

6.10 **Completes Daily Work and Assignments**

6.11 **Demonstrates PBIS Classroom Behavioral Expectations**

SCIENCE

6.01 **Applies Scientific Practices and Engineering Design**

- Planning and carrying out investigations
- Analyzing and interpreting data
- Asking questions and defining problems
- Developing and using models
- Using mathematics, information, and technology, and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

6.02 **Knows and applies the concepts of Life Science**

- LS1: From Molecules to Organisms: Structures and Processes
- LS2: Ecosystems: Interactions, Energy, and Dynamics
- LS3: Heredity: Inheritance and Variation of Traits
- LS4: Biological Evolution: Unity and Diversity

6.03 **Knows and applies the concepts of Physical Science**

- PS1: MATTER AND ITS INTERACTIONS
- PS2: MOTION AND STABILITY: FORCES AND INTERACTIONS
- PS3: ENERGY
- PS4: WAVES AND THEIR APPLICATIONS IN TECHNOLOGIES FOR INFORMATION TRANSFER

6.04 **Knows and applies the concepts of Earth Science**

- ESS1: EARTH'S PLACE IN THE UNIVERSE
- ESS2: EARTH'S SYSTEMS
- ESS3: EARTH AND HUMAN ACTIVITY

6.05 **Literacy in Science**

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Write arguments focused on discipline-specific content
- Write informative/explanatory texts
- Communicates findings in a variety of formats based on non-fiction texts

6.06 **Completes Daily Work and Assignments**

6.07 **Demonstrates PBIS Classroom Behavioral Expectations**

SOCIAL SCIENCE

6.01 **Understands political systems, of the ancient world**

- Defines the roles of leadership in creating laws
- Compare and contrast the role of pharaoh and emperor in ancient Egypt and Ancient China
- Compare and contrast the roles of government in the Greek city-states of Athens and Sparta
- Provide examples of different types of government by defining the roles of monarchy, empire, and dynasty

6.02 **Understands economic systems of the ancient world**

- Predicts how geography affects an economy
- Provides examples of how specialization in trade increased economic power an empire
- Analyzes how geographic features affected trade
- Compares and contrasts different economic systems

6.03 **Understands events and individuals shaping the ancient civilizations**

- Places a series of events on a timeline
- Lists and categorizes different world religions and their beliefs
- Understands the reasons that causes the assassination of Caesar and how it affected the Roman civilization
- Examines the cause and effect of feudalism on development of nation states

6.04 **Understands world geography and the effects of geography on society, in the ancient world**

- Understands parallels and hemispheres
- Understands the purpose of physical and political maps
- Develop maps showing major patterns and movement in the transition from the Roman Empire to Byzantine Empire.
- Analyzes how human activity is affected by geographic factors

6.05 **Understands social systems of the ancient world**

- Summarizes the daily life and traditions of ancient civilization
- Analyzes how individuals and groups interact within social institutions

- Describes how diverse groups contribute to the governmental and social institutions
 - Differentiates between agricultural systems
- 6.06 Literacy in Social Science**
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
 - Write an argument or make a connection between non-fiction text and present day examples
 - Write informative/explanatory texts
 - Communicates findings in a variety of formats based on non-fiction texts
- 6.07 Completes Daily Work and Assignments**
- 6.08 Demonstrates PBIS Classroom Behavioral Expectations**

ACCELERATED MATHEMATICS

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 - **CCM.6.EE.3:** Apply the properties of operations to generate equivalent expressions
 - **CCM.6.EE.4:** Identify when two expressions are equivalent
- 6.06 Solve one-variable equations and inequalities; Represent functions using tables, graphs, and equations**
- **CCM.6.EE.5:** Use substitution to determine whether a given number in a specified set makes an equation true
 - **CCM.6.EE.6:** Write variable expressions when solving a real-world mathematical problem
 - **CCM.6.EE.7:** Write and solve equations and inequalities based on real-world situations
 - **CCM.6.EE.8:** Write an inequality to represent a real-world problem and represent its solution on a number line
 - **CCM.6.EE.9:** Identify and analyze the relationship between real-world dependent and independent variables using graphs and tables, and relate these to the equation

Geometry (6.G)

- 6.07 Solve problems involving area, surface area, and volume**
- **CCM.6.G.1:** Find the area of polygons by composing/decomposing those figures into the individual polygons
 - **CCM.6.G.2:** Apply the formulas to find volumes of right rectangular prisms and triangular prisms with fractional edge lengths
 - **CCM.6.G.3:** Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side

- **CCM.6.G.4:** Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures

Statistics and Probability (6.SP)

6.08 Develop understanding of statistical variability and summarize and describe distributions

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- **CCM.6.SP.4:** Display numerical data in various types of displays
- **CCM.6.SP.5:** Summarize numerical data sets in relation to their context

6.09 Fluent in Basic Math Operations

- Fluently simplifies fractions with a denominator up to 100
- **CCM.6.NS.3:** Fluently add, subtract, multiply, and divide multi-digit decimal numbers

6.10 Completes Daily Work and Assignments

6.11 Demonstrates PBIS Classroom Behavioral Expectations

PRE-ALGEBRA

6.01 Understands and applies concepts of ratios and proportions

- Determines equivalent ratios
- Solves proportions
- Solves percent problems

6.02 Understands and applies concepts of integers and rational numbers

- Represents, orders, and compares integers and rational numbers
- Solves addition, subtraction, multiplication, and division problems with integers
- Solves addition, subtraction, multiplication, and division problems with rational numbers

6.03 Understands and applies algebraic concepts and procedures

- Evaluates algebraic expressions for given values with multiple variables
- Solves and writes equations algebraically
- Solves, writes, and graphs inequalities on a number line
- Uses reciprocals to solve equations
- Simplifies algebraic expressions
- Uses distributive property
- Understands that connections between proportional relationships, lines, and linear equations

6.04 Understands and applies geometric concepts

- Classifies triangles according to their properties
- Classifies solids according to their properties
- Uses formulas for determining the area and perimeter of trapezoids
- Uses formulas for determining the circumference and area of circles
- Uses formulas for determining the volume and surface area of rectangular prisms
- Solves problems involving similar figures
- Solves problems that involve the use of the Pythagorean Theorem
- Solves real world problems involving area, surface area, and volume of 2-D and 3-D shapes

6.05 Collects, organizes and analyzes data including probability and statistics

- Computes probabilities for simple events
- Determines theoretical probabilities of compound events

6.06 Fluent in basic math operations

- Rational number operations
- Proportional Reasoning

6.07 Completes Daily Work and Assignments

6.08 Demonstrates PBIS Classroom Behavioral Expectations

ACADEMIC INTERVENTIONS

LANGUAGE ARTS INTERVENTION

6.01 READING COMPREHENSION - Applies strategies to increase comprehension and communicate information

- Reads and comprehends literature and literary nonfiction
- Uses textual evidence to support explicit and inferential statements drawn from the text
- Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text
- Describes a story's plot as well as how the characters respond or change as the plot moves toward a resolution

- Compares and contrasts a fictional portrayal of a time, place, or character from a historical account of the same period as a means of understanding how authors of fiction use or alter history
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
 - Utilizes written expression to demonstrate comprehension and to support claims
 - Shows comprehension through coherent written expression
- 6.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
 - Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 6.05 Completes Daily Work and Assignments**
- 6.06 Demonstrates PBIS Classroom Behavioral Expectations**

MATH INTERVENTION

- 6.01 The Number System**
- Apply and extend understanding of fraction equivalence and ordering
 - Compute with Fractions
 - Understand the place value system
 - Compute with multi-digit whole numbers and decimals
 - Understand the concept of positive and negative numbers
- 6.02 Expressions and Equations**
- Apply and extend previous understanding of arithmetic to algebraic expressions
- 6.03 Fluent in Basic Math Operations**
- Mastery of multiplication facts 0-12
- 6.04 Completes Daily Work and Assignments**
- 6.05 Demonstrates PBIS Classroom Behavioral Expectations**

PERFORMING ARTS

PERFORMING ARTS

- 6.01 Knows the language of the arts**
- Identifies melody and harmony
 - Demonstrates proper techniques and dynamics
 - Identifies a variety of musical forms
 - Identifies and demonstrates changes in expressive musical elements
 - Performs with expression and accuracy in a variety of musical styles
- 6.02 Through creating and performing, understand how works of art are produced**
- Reads and interprets traditional music notation in a varied repertoire
 - Knows the proper note names and fingerings
 - Plays notes/rests at proper time and duration
 - Plays in tune with self and others
 - Uses proper techniques to produce a proper tone
- 6.03 Analyze how the arts function in history, society and everyday life**
- Demonstrates good audience behavior and evaluates the behavior of self and others
 - Explain how musical selections relate to the environment in which they are performed
 - Describe how the site influences the audience and the way the audience responds
 - Demonstrates appropriate performance etiquette/stage presentation
- 6.04 Demonstrates understanding and meets the requirements of membership in a performing ensemble**
- Attends and participates in performances
 - Attends and participates in weekly lunch lessons
 - Comes prepared for each lunch lesson and rehearsal with all lesson materials and a well maintained instrument
- 6.05 Completes Daily Work and Assignments**
- Completes and turns in assignments given during class
- 6.06 Demonstrates PBIS Classroom Behavioral Expectations**
- Shows focus in class
 - Demonstrates consistent effort
 - Stores instrument in designated secure area
 - Effectively maintains an organized music folder
 - Consistently demonstrates proper use of equipment and materials
 - Follows verbal and non-verbal cues from teacher

PHYSICAL EDUCATION

PHYSICAL EDUCATION

- 6.01 Acquires movement and motor skills and understands concepts necessary to engage in moderate to vigorous physical activity**
- Demonstrates competency in a variety of motor skills, movement patterns, and manipulative skills in selected activities, games, and sports
 - Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
 - Demonstrates knowledge of rules, safety, strategies, and etiquette during physical activity
- 6.02 Demonstrates knowledge and skills to achieve and maintain a health-enhancing level of physical fitness**
- Identifies the benefits of physical activity for health, enjoyment, and challenge
 - Knows and applies the principles and components of fitness as applied to learning and performance of physical activities
 - Assess individual fitness levels
 - Sets realistic goals based on fitness data and develops, implements, and monitors an individual fitness improvement plan
- 6.03 Literacy in Physical Education**
- Can identify the key ideas and details from a passage or selected text
 - Acquires and uses appropriate content-related vocabulary
 - Reads and comprehends informational texts independently and proficiently at their instructional level
- 6.04 Completes Daily Work and Assignments**
- Preparation: May include, but not limited to being prepared for class (P.E. shirt, shorts, sweats, I.T. Spirit wear, and proper shoes).
- 6.05 Demonstrates PBIS Behavioral Expectations**
- Participation: May include, but not limited to active participation and appropriate behavior.

RESOURCE

RESOURCE

- 6.01 Completes Daily Work and Assignments**
- 6.02 Demonstrates PBIS Classroom Behavioral Expectations**

EXPLORATORY ROTATION 1

ART

- 6.01 Understands and applies the language of the arts**
- Identifies and applies the Elements of Art to individual artwork
- 6.02 Understands and applies processes, tools, skills and knowledge to create artwork**
- Uses specific tools to demonstrate knowledge and techniques in artwork
- 6.03 Understands and applies the role of the arts, past and present, in society**
- Understands how the arts shape and reflect history, society, and everyday life
- 6.04 Completes Daily Work and Assignments**
- 6.05 Demonstrates PBIS Classroom Behavioral Expectations**

COMPUTERS

- 6.01 Understands and Applies Basic Computer Operations**
- Demonstrates the ability to locate and save files
 - Imports and formats clipart, word art and digital images
 - Understands how to select printers and print
 - Understands basic computer terminology
- 6.02 Understands and Applies computer software applications**
- Demonstrates the beginnings of keyboarding skills
 - Publishes and shares Word processed documents
 - Publishes and shares multi-media presentations
 - Understands and applies skills in Microsoft Word, Publisher, and Photoshop Elements
- 6.03 Demonstrates Appropriate Use of the Internet and Internet sites**
- Demonstrates independently research on the World Wide Web
 - Understands and Applies Acceptable Use Policy
 - Evaluates website content to determine if appropriate for use
- 6.04 Completes Daily Work and Assignments**
- 6.05 Demonstrates PBIS Classroom Behavioral Expectations**

HEALTH

- 6.01 Understands the factors that influence our physical, mental, emotional, and social health**
- Identifies healthy and unhealthy behaviors for each domain of health
 - Utilizes effective communication and social skills
 - Describes how stress and anxiety can impact physical, mental, emotional, and social health
 - Identifies risk factors of depression and suicide
 - Identifies the negative consequences of alcohol, tobacco, and drug use on each domain of health
 - Demonstrates how to respond effectively and appropriately to peer pressure when pressured to participate in unhealthy activities or behaviors
- 6.02 Understands human body systems and factors that influence growth**
- Describes the structure and function of the skeletal, muscular, cardiovascular, respiratory, and digestive systems
 - Identifies the structure and function of the reproductive system of both males and females
 - Identifies complications of body systems and how to maintain healthy functioning
 - Demonstrates comprehension of risks and consequences of sexual activity including disease transmission, pregnancy, and sexual abuse
- 6.03 Completes Daily Work and Assignments**
- 6.04 Demonstrates PBIS Classroom Behavioral Expectations**

FAMILY AND CONSUMER SCIENCES

- 6.01 Demonstrates hand sewing skills**
- Understands the purpose of and how to perform the basting stitch, overcast stitch, and backstitch
 - Identifies three types of buttons and performs button application
- 6.02 Understands and applies knowledge of nutrition**
- Understands the six food groups and the number of servings necessary from each group
 - Identifies the 6 nutrients and their functions
 - Practices good hygiene, accurate measuring techniques, and the ability to read recipes in a food lab setting
- 6.03 Utilizes resources to positively enhance personal development**
- Understands the positive and negative characteristics of self-esteem
 - Understands peer pressure and strategies to avoid negative peer pressure
 - Determines proper ways to resolve conflict in a positive manner through communication
 - Identifies the tools needed to avoid gangs and violence
- 6.04 Completes Daily Work and Assignments**
- 6.05 Demonstrates PBIS Classroom Behavioral Expectations**

EXPLORATORY ROTATION 2

WRITING EXPLORATION

- 6.01 WRITTEN EXPRESSION - Composes well-organized, supported and grammatically correct writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence
 - Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence
- 6.02 APPLICATION - Understand and apply written expression related to real-life applications**
- Applies concepts of written and verbal communication skills
 - Applies concepts from non-fiction topics to real-life applications
- 6.03 Completes Daily Work and Assignments**
- 6.04 Demonstrates PBIS Classroom Behavioral Expectations**

WRITING WORKSHOP

- 6.01 WRITTEN EXPRESSION - Composes well-organized, supported and coherent writing for a variety of purposes and audiences in a variety of formats**
- Routinely produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
 - Writes arguments to support claims with clear reasons and relevant evidence
 - Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information.
 - Writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- 6.02 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**

- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking
- With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

6.03 Completes Daily Work and Assignments

6.04 Demonstrates PBIS Classroom Behavioral Expectations

MATH EXPLORATIONS

6.01 Understands and Applies Mathematical Concepts Related to Real-life Applications

- Applies concepts of ratios, rates, percent, fractions, and decimals to solve problems
- Applies concepts of data and statistics to solve problems
- Applies concepts of angles, lines, and measurement to solve problems

6.02 Develops Financial Literacy Skills

- Demonstrates filling out and balancing a bank account register
- Computes salary and hourly wages
- Maintains records of deposits, withdrawals, and payments from bank accounts

6.03 Completes Daily Work and Assignments

6.04 Demonstrates PBIS Classroom Behavioral Expectations

GEOMETRY WORKSHOP

6.01 Solves problems involving area

- Find the area of right triangles, other triangles, parallelograms, and trapezoids by using the proper formulas
- Find the area of composite figures by composing/decomposing those figures into the individual polygons
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side

6.02 Solve problems involving surface area and volume

- Represent three-dimensional figures using nets made up of rectangles and triangles
- Use nets to find the surface area of three-dimensional figures (rectangular prisms)
- Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms, including those with fraction edge lengths

6.03 Completes Daily Work and Assignments

6.04 Demonstrates PBIS Classroom Behavioral Expectations

BILINGUAL EDUCATION PROGRAM

ENGLISH AS A SECOND LANGUAGE (ESL) I

6.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations

- Identify English alphabet letter names
- Demonstrate understanding of requests for basic personal information
- Follow simple oral classroom instructions
- Demonstrate understanding of basic life skills vocabulary
- Demonstrate understanding of yes/no and wh-questions in familiar contexts
- Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs
- Listening effectively in formal and informal situations
- Respond to requests for repetition or clarification
- Recognize the relationship between letters and their sounds when reading familiar words

6.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences.

- Name the letters and sounds of the English alphabet
- Respond to questions about personal information
- Use words necessary for basic communication in school
- Use vocabulary pertaining to essential everyday needs (e.g. calendar, clothing, body parts, foods and feelings)
- Use basic greetings and polite expressions
- Respond to questions about basic personal information
- Ask and respond to simple questions using basic life skills vocabulary
- Participate in familiar social interactions
- Produce simple statements and requests related to basic needs using basic life skills vocabulary
- Participate in familiar social interactions
- Ask for repetition and clarification using simple expressions

6.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- Read vocabulary pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
- Read 40 high frequency verbs
- Read basic academic directions in assignments
- Recognize the relationship between letters and their sounds when reading familiar words
- Read simple classroom instructions
- Read short sentences of previously learned vocabulary

- Read a variety of personal information word and phrases
- Read simple sentences on familiar topics
- 6.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
 - Write simple personal information as needed
 - Write frequently used words pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
 - Write 40 high frequency verbs
 - Write simple sentences with learned vocabulary
 - Write simple personal information
 - Write simple familiar words, phrases and sentences
 - Complete simple writing tasks related to everyday needs
 - Apply capitalization and punctuation rules
- 6.05 Completes Daily Work and Assignments**
- 6.06 Demonstrates PBIS Classroom Behavioral Expectations**

ENGLISH AS A SECOND LANGUAGE (ESL) II

- 6.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
 - Demonstrate understanding of requests for basic personal information
 - Follow basic oral classroom instructions
 - Demonstrate understanding of basic life skills vocabulary
 - Demonstrate understanding of yes/no and wh-questions in familiar contexts
 - Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs
 - Listening effectively in formal and informal situations
 - Respond to requests for repetition or clarification
 - Recognize the relationship between letters and their sounds when reading familiar words
 - Demonstrate an understanding of high frequency life skills vocabulary
 - Identify main idea and some details in a short conversation or listening activity
 - Respond to requests for repetition or clarification
- 6.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
 - Name the letters and sounds of the English alphabet and word families
 - Respond to questions about personal information
 - Use words necessary for basic communication in school
 - Use vocabulary pertaining to essential everyday needs (e.g. calendar, clothing, body parts, foods and feelings)
 - Use basic greetings and polite expressions
 - Respond to questions about basic personal information
 - Ask and respond to simple questions using basic life skills vocabulary
 - Participate in routine face-to-face conversations related to immediate needs
 - Participate in familiar social interactions
 - Produce simple statements and requests related to basic needs using basic life skills vocabulary
 - Participate in familiar social interactions
 - Ask for repetition and clarification using simple expressions
- 6.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
 - Read vocabulary pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
 - Read 40 high frequency verbs
 - Read basic academic directions in assignments
 - Recognize the relationship between letters and their sounds when reading familiar words
 - Read simple classroom instructions
 - Read short sentences of previously learned vocabulary
 - Read a variety of personal information word and phrases
 - Read simple sentences on familiar topics
 - Read short sentences of previously learned vocabulary
 - Read short, simplified paragraph on a single topic with familiar vocabulary
- 6.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
 - Write simple personal information as needed
 - Write frequently used words pertaining to essential everyday needs (e.g. school supplies, calendar, clothing, body parts, foods, feelings)
 - Write 40 high frequency verbs
 - Write simple sentences with learned vocabulary
 - Write simple personal information
 - Write simple familiar words, phrases and sentences
 - Complete simple writing tasks related to everyday needs
 - Apply capitalization and punctuation rules
 - Write short paragraphs on familiar topics

- 6.05 **Completes Daily Work and Assignments**
6.06 **Demonstrates PBIS Classroom Behavioral Expectations**

ENGLISH AS A SECOND LANGUAGE (ESL) III

- 6.01 **Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Responds to statements, questions and commands in routine face-to-face conversations
 - Identifies main idea and some details in a short conversation or listening activity
 - Follows multi-step oral directions and instructions
 - Responds to requests for repetition, elaboration, or clarification
 - Distinguishes between formal and informal language use
 - Listens effectively in formal and informal situations
- 6.02 **Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Participate in routine face-to-face social conversations
 - Orally articulates in response to open-ended questions
 - Gives directions on how to arrive to a specific location using details
 - Orally presents a process involving multi-step directions
 - Expresses opinions giving reasons and examples
 - Produces sentences orally in response to personal and reading comprehension
- 6.03 **Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Reads short passages on familiar topics
 - Identifies main idea and supporting details in passages or articles on familiar and new topics
 - Predicts meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics
 - Identifies chronological order and sequence markers
 - Applies word analysis and vocabulary skills to comprehend selections
 - Applies reading strategies (e.g., predicting, visualizing, questioning, connecting, reviewing/clarifying, summarizing, evaluating) to improve understanding and fluency
- 6.04 **Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Combines simple sentences using connectors and conjunctions to demonstrate proper grammatical structure
 - Applies capitalization and punctuation rules
 - Writes short paragraphs on familiar topics
 - Applies the proper grammatical use of word order and verb agreement in short paragraph format
- 6.05 **Completes Daily Work and Assignments**
6.06 **Demonstrates PBIS Classroom Behavioral Expectations**

ENGLISH AS A SECOND LANGUAGE (ESL) IV

- 6.01 **Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations**
- Follow complex, multi-step oral instructions
 - Identify the main idea and key details in a short conversation or listening activity
 - Respond to requests for repetition and/or clarification
 - Use oral information to accomplish language proficiency level task
- 6.02 **Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences**
- Paraphrases to clarify meaning
 - Summarizes oral instructions, assignments or stories
 - Explains text-to-self and text-to-world connections from a variety of sources
 - Uses formal or informal language, as appropriate, in a wide range of social interactions
 - Presents short speeches or oral reports
- 6.03 **Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency**
- Read expository text
 - Identify main idea of expository text
 - Read informational text
 - Use text features to locate information
 - Interpret information from maps
 - Interpret information from charts
 - Identify basic sequence of events
 - Interpret information from a timeline
- 6.04 **Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences**
- Applies correct use of capitalization and punctuation
 - Writes sentences using correct grammar and structure
 - Applies acquired information, concepts and ideas to communicate in writing
 - Edits and revises guided writing based on teacher and/or peer feedback
 - Responds to and/or write ads, suggestions, announcements, and journal entries
- 6.05 **Completes Daily Work and Assignments**
6.06 **Demonstrates PBIS Classroom Behavioral Expectations**

SPANISH LANGUAGE ARTS

- 6.01 READING COMPREHENSION - Read and respond to literature and other writings representative of Spanish-speaking societies**
- Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue description, word choice, dialect) within classical and contemporary works representing a variety of genres
 - Reads and comprehends literature and literary nonfiction
 - Distinguish between literal and non-literal meaning
 - Uses textual evidence to support explicit and inferential statements drawn from the text
 - Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text
 - Describes a story's plot as well as how the characters respond or change as the plot moves toward a resolution
 - Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
 - Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
 - Determines point of view in a text and explains how the author developed his/her point of view.
 - Compares and contrasts how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)
 - Analyzes the impact of a specific word choice on meaning and tone
- 6.02 VOCABULARY - Applies word analysis to improve vocabulary skills**
- Determines and analyzes the meaning of words and phrases in their context, including their cultural context, connotative, and technical meanings
 - Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
 - Demonstrates understanding of figurative language, word relationships, and nuances in word meanings
- 6.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling**
- Demonstrates command of the conventions of Standard Spanish grammar, usage, capitalization, punctuation and spelling when writing
 - With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
 - Use correct tenses to indicate the relative order of events
 - Employ principles of agreement related to number, gender and case
 - Identify and use Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
- 6.04 WRITTEN EXPRESSION - Composes well-organized, supported and grammatically correct writing for a variety of purposes and audiences in a variety of formats**
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete data
 - Write narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
 - Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
 - Compose narrative, informative, and persuasive writings (e.g., *in addition to previous writings*, literature reviews, instructions, news articles, correspondence) for a specified audience
 - Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
 - Identify, evaluate and cite primary sources
- 6.05 RESEARCH - Researches information and shares findings in a variety of formats**
- Uses technology, including the Internet, to produce and publish writing (keyboarding).
 - Conducts short research projects to answer a question, drawing on several sources and refocusing the topic when appropriate
 - Gathers relevant information from multiple sources, assesses the credibility of each source, quotes data while avoiding plagiarism, and provides a basic bibliography
 - Draws evidence from literary or informational text to support evidence and reflect research
- 6.06 ORAL PRESENTATION - Speaks and listens effectively in a variety of situations**
- Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension
 - Compare a speaker's and non-verbal messages
 - Restate and carry out multi-step oral instructions
 - Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners while building on others' ideas and expressing their own clearly
 - Interprets information presented in diverse media and explains how it contributes to a topic, text, or issue under study
 - Use speaking skills to participate and lead groups to design and produce reports and multi-media compositions that represent group projects
 - Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

- Includes multimedia components and visual displays in presentations to clarify information
- Adapts speech to a variety of contexts and tasks, demonstrating command of Standard Spanish

6.07 Completes Daily Work and Assignments

6.08 Demonstrates PBIS Classroom Behavioral Expectations

Bilingual Language Arts Level I

6.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations

- Identify objects, people, or places from oral statements/ questions using gestures
- Classify/sort content-related visuals per oral descriptions
- Identify information on charts or tables based on oral statements
- Understand basic classroom routines
- Understand basic communication words
- Follow text read aloud (e.g., tapes, teacher, paired-readings)

6.02 Uses speaking to communicate in a variety of forms for a variety of purposes and audiences

- Answer yes/no and choice questions
- Repeat words, short phrases, memorized chunks
- Describe routines and everyday events
- Express everyday needs and wants
- Communicate in social situations
- Make requests

6.03 Uses reading to process, interpret, and evaluate written language symbols and text with understanding and fluency

- Associate letters with sounds and objects (ABCs)
- Match content-related objects/pictures to words
- Identify common symbols, signs, and words (Numbers)
- Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text
- Use picture dictionaries/ illustrated glossaries
- Find information from text structure (e.g., titles, graphs, glossary)
- Follow text read aloud (e.g., tapes, teacher, paired-readings)
- Sort/group pre-taught letters, words in alphabetical order
- Use pre-taught vocabulary (e.g., word banks) to complete simple sentences

6.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences

- Write and understand high frequency words
- Label pictures and graphs
- Write simple sentences
- Extend “sentence starters” frequently used words
- Complete graphic organizers/ forms with personal information
- Respond to yes/no, choice, and some WH- questions
- Identify Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
- Engage in proper use of standard grammatical rules of capitalization, spelling and punctuation

6.05 Completes Daily Work and Assignments

6.06 Demonstrates PBIS Classroom Behavioral Expectations

Bilingual Language Arts Level II

6.01 Uses listening to process, understand, interpret, and evaluate spoken language in a variety of situations

- Processes and understand general and some specific language of the content areas
- Locates, selects, and orders information from oral descriptions
- Identifies the reasons and evidence a speaker provides to support particular points
- Categorizes or sequence oral information using pictures

6.02 Uses speaking to engage in oral communication in a variety of situations for a variety of purposes and audiences

- Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher led) with diverse partners, building on other’s ideas and expressing their own clearly
- Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- Reports on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace.

6.03 Uses reading to process, interpret, and evaluate written language, symbols, and text with understanding and fluency

- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)
- Applies active reading strategies to understand text (e.g., connecting, reviewing, clarifying, and evaluating)

6.04 Uses writing to engage in written communication in a variety of forms for a variety of purposes and audiences

- Writes one or two paragraphs on topics or texts (describe events, people, processes, and procedures)
- Writes sentences using vocabulary words

- Uses active reading strategies to record your reactions, feelings, ideas, observations, and question that come up during reading (e.g. questioning, predicting, summarizing, and visualizing)
- States a claim and utilizes contextual evidence to support one’s argument
- Identify and use Parts of Speech (Nouns, Verbs, Adjectives, Adverbs, Pronouns, Prepositions, Conjunctions, Interjections)
- Engage in proper use of standard grammatical rules of capitalization, spelling and punctuation

6.05 Completes Daily Work and Assignments

6.06 Demonstrates PBIS Classroom Behavioral Expectations

Bilingual Language Arts Level III

6.01 READING COMPREHENSION- Applies strategies to increase comprehension and communicate information

- Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue description, word choice, dialect) within classical and contemporary works representing a variety of genres
- Reads and comprehends literature and literary nonfiction
- Distinguish between literal and non-literal meaning
- Uses textual evidence to support explicit and inferential statements drawn from the text
- Determines themes or central ideas of text and analyzes development over the course of the text; provides an objective summary of the text
- Describes a story’s plot as well as how the characters respond or change as the plot moves toward a resolution
- Evaluates and selects text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games)
- Analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
- Determines point of view in a text and explains how the author developed his/her point of view.
- Compares and contrasts how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires)
- Analyzes the impact of a specific word choice on meaning and tone

6.02 VOCABULARY- Applies word analysis to improve vocabulary skills

- Determines and analyzes the meaning of words and phrases in their context, including their cultural context, connotative, and technical meanings
- Determines, clarifies, acquires, and accurately uses academic words and phrases in speaking and writing
- Demonstrates understanding of figurative language, word relationships, and nuances in word meanings

6.03 GRAMMAR & CONVENTIONS - Edits and revises written work for correct sentence structure and accurate spelling

- Demonstrates command of the conventions of Standard English grammar, usage, capitalization, punctuation and spelling when writing
- With some guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

6.04 WRITTEN EXPRESSION- Composes well-organized, supported and coherent writing for a variety of purposes and audiences in a variety of formats

- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete data
- Write narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence.
- Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience
- Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
- Identify, evaluate and cite primary sources

6.05 RESEARCH- Researches information and shares findings in a variety of formats

- Uses technology, including the Internet, to produce and publish writing (keyboarding).
- Conducts short research projects to answer a question, drawing on several sources and refocusing the topic when appropriate
- Gathers relevant information from multiple sources, assesses the credibility of each source, quotes data while avoiding plagiarism, and provides a basic bibliography
- Draws evidence from literary or informational text to support evidence and reflect research

6.06 ORAL PRESENTATION- Speaks and listens effectively in a variety of situations

- Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners while building on others’ ideas and expressing their own clearly
- Use speaking skills to participate and lead groups to design and produce reports and multi-media compositions that represent group projects
- Interprets information presented in diverse media and explains how it contributes to a topic, text, or issue under study
- Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension

- Compare a speaker's and non-verbal messages
- Restate and carry out multi-step oral instructions
- Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation
- Includes multimedia components and visual displays in presentations to clarify information
- Adapts speech to a variety of contexts and tasks, demonstrating command of Standard English

6.07 Completes Daily Work and Assignments

6.08 Demonstrates PBIS Classroom Behavioral Expectations