

**Bloomington School District**

**Grade: 6**

**Subject: Language Arts (Viewing)**

INSTRUCTIONAL OBJECTIVES	SUBJECT MATTER CONTENT	STANDARDS	ACTIVITIES/ASSESSMENTS
<p><b>The students will view for a purpose:</b></p> <ul style="list-style-type: none"><li>• Demonstrate an awareness of a variety of media forms</li><li>• Respond to and evaluate illustrations to support text</li><li>• Use graphs, charts, and diagrams to report data.</li><li>• Use symbols, drawings and illustrations to represent information that supports and enhances writing</li><li>• Recognize and respond to visual messages of humor,</li></ul>	<p>The students will learn how to view in order to evaluate and respond to print, non-print, and computer generated messages. Students should recognize that what they speak, hear, write, and read contribute to the content and quality of their viewing.</p>	<p>3.5</p>	<p>Venn diagrams</p> <p>Illustrations</p> <p>Posters</p> <p>Graphs, charts, timelines</p> <p>Power point presentations</p>

<p>irony, or metaphors</p> <ul style="list-style-type: none"><li>• Evaluate media for credibility</li><li>• Compare and contrast media sources for a book or film version of a story</li><li>• Use computer software programs to represent information that supports or enhances writing</li><li>• Distinguish between factual and fictional representations</li></ul>		3.5	
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<p><b>thoughts to understand information:</b></p> <ul style="list-style-type: none"><li>• Listen to determine a speaker's purpose</li><li>• Listen in order to make inferences</li><li>• Listen for directions</li><li>• Listen to evaluate oral presentations</li><li>• Listen to solve problems</li></ul>			<p>Follow specific directions</p> <p>Note taking</p> <p>Read alouds for inference</p> <p>Oral presentations</p>
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**Bloomington School District**

**Grade: 6**

**Subject: Language Arts (Speaking)**

INSTRUCTIONAL OBJECTIVES	SUBJECT MATTER CONTENT	STANDARDS	ACTIVITIES/ASSESSMENTS
<p><b>The student will speak in an organized language varying in form and purpose:</b></p> <ul style="list-style-type: none"><li>• Speak to participate in class discussions</li><li>• Speak to support a position</li><li>• Speak to ask questions</li><li>• Speak to inquire</li><li>• Recite poetry, songs, or stories</li><li>• Retell stories</li><li>• Retell an important life event or personal experience in a sequential order.</li></ul>	<p>Students will partake in class and small group discussions. They will respond orally through questions and comments using proper word choice, suitable vocabulary to fit a range of audiences, and verbal and nonverbal gestures.</p>	<p>3.3</p>	<p>Class discussions</p> <p>Report presentations</p> <p>Oral reading for fluency</p> <p>Choral reading</p> <p>Reciting poetry</p> <p>Making speeches</p> <p>Explaining visuals</p> <p>Sharing with class</p>

<ul style="list-style-type: none"><li>• Provide a description with pertinent details.</li><li>• Speak to narrate or explain</li><li>• Use figurative language</li><li>• Solve a problem through group cooperation</li><li>• Formal presentations</li><li>• To read orally</li><li>• Differentiate between asking a question, making a statement, sharing an idea, and telling a story</li><li>• Use appropriate expression for the type of communication</li><li>• Use visual aides and nonverbal behaviors to support spoken messages</li></ul>		3.3	Giving instructions to class or within a group
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**Bloomington School District**

**Grade: 6**

**Subject: Language Arts (Writing and Grammar)**

INSTRUCTIONAL OBJECTIVES	SUBJECT MATTER CONTENT	STANDARDS	ACTIVITIES/ASSESSMENTS
<p><b><u>Grammar and Writing</u></b></p> <p><b>The student will write as part of a process:</b></p> <ul style="list-style-type: none"> <li>• Generate topics for writing</li> <li>• Organize ideas for writing</li> <li>• State a main idea</li> <li>• Use supporting details</li> <li>• Conclude with a summary</li> </ul>	<p>Students write clear sentences into coherent, grade appropriate, multi-paragraphs. Students use the writing process to achieve the end result. (Brainstorming, Composing, Revising, Editing, and Publishing).</p>	<p align="center">3.2</p>	<p>Independent writing</p> <p>Students write sentences and paragraphs</p> <p>Students revise work</p> <p>Students color code to edit</p> <p>Students publish final work</p>
<p><b>The student will write for a</b></p>	<p>Students write original</p>	<p align="center">3.2</p>	<p>Independent writing</p>

<p><b>purpose and an audience:</b></p> <ul style="list-style-type: none"> <li>• Write a personal narrative</li> <li>• Write to persuade</li> <li>• Write to inform</li> <li>• Write to entertain</li> <li>• Write to describe</li> <li>• Write short stories</li> <li>• Write biographies and autobiographies.</li> <li>• Write feature articles</li> <li>• Write critiques</li> <li>• Write poetry</li> <li>• Write plays</li> <li>• Write journals</li> <li>• Write letters</li> <li>• Write responses to open-ended questions</li> <li>• Write responses in essay form</li> <li>• Write to develop a personal style</li> <li>• Develop a collection of writings</li> </ul> <p><b>The student will understand how</b></p>	<p>compositions. Students will write sentences of varying length and complexity while focusing and improving coherency by rearranging appropriately. The writer will engage the audience from the beginning to end with an interesting opening, logical sequencing, and a satisfying conclusion.</p> <p>The student will use knowledge</p>	<p>3.2</p>	<p>Original compositions</p> <p>Journals</p> <p>How-to-paragraphs</p> <p>Advertisements</p> <p>Invitations</p> <p>Letters</p> <p>Editorials</p> <p>Research paper</p> <p>Use dictionaries</p>
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<p>spelling patterns to spell words correctly</p> <ul style="list-style-type: none"><li>• Indent paragraphs</li><li>• Correct run on sentences and fragments</li><li>• Use common, proper, singular, plural, collective, and possessive nouns appropriately</li><li>• Use proper verb tenses</li><li>• Use subject/verb agreement</li><li>• Use correct pronouns and antecedents</li><li>• Use interesting adjectives</li><li>• Include independent and dependent clauses</li><li>• Use prepositional and adverbial phrases to connect ideas</li></ul>			<p>Preposition charts</p> <p>Creating grammar rule books</p> <p>Grammar song tapes</p> <p>Word cards to show order</p> <p>Diagramming sentences</p>
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