

## LANGUAGE ARTS

### READING

- I. Students apply a variety of reading strategies for word analysis and vocabulary development in narrative and informational text**
  - Apply knowledge of word structures and relationships while reading to figure out words as they relate to other words
  - Develop vocabulary through a variety of strategies
- II. Students apply a variety of literal comprehension strategies to gain meaning from text**
  - Identify main ideas, supporting details, and elements of plot in a variety of literary selections
  - Identify cause and effect in a text and can compare and contrast information from text
  - Determine logical sequencing in increasingly complex selections
  - Understand and apply directions to a variety of reading selections and situations
  - Understand and apply knowledge from various sources of information
- III. Students apply a variety of interpretive comprehension strategies to gain meaning from text**
  - Make inferences and interpret literary elements in a variety of texts
  - Predict events and form conclusions in texts based on interpretation of information
  - Interpret the meaning and use of idiomatic, figurative, and descriptive language
- IV. Students apply a variety of evaluative comprehension strategies to gain meaning from text**
  - Evaluate fact and opinion in increasingly complex texts
  - Distinguish between biased and unbiased statements/information
  - Classify information in and make judgments/decisions about reading selections

### WRITING

- I. Students will write with a clear focus, coherent organization, and sufficient detail**
  - Produce multi-paragraph informational writing with clearly developed main ideas and key points supported by relevant and accurate details, using strong and varied sentence structure
  - Produce multi-paragraph creative/prose writing where the plot is clearly developed and supported by important details using strong and varied sentence structure
- II. Students will write for different audiences and purposes**
  - Produce informational writing with a strong sense of topic, audience and purpose from a consistent literary point of view
  - Produce creative/prose writing using appropriate vocabulary for specific audiences and purposes
- III. Students will use knowledge of Standard English conventions in their writing**
  - Demonstrate ability to identify and correct errors for final copy
- IV. Students will understand and use the steps of the writing process**
  - Prewriting – Students will use a variety of organizers in planning writing
  - Drafting – Students will organize writing into first drafts
  - Revising – Students will understand differences between revising and editing
  - Editing and Proofreading – Students will use strategies to edit written work
  - Publishing – Students will use strategies to publish work

### Speaking and Listening

- I. Students will use listening and speaking strategies for different purposes.**
  - Students will use active listening to determine a speaker's attitude and perspective.

- Students will use appropriate verbal and nonverbal techniques for oral presentations.
- Students will fill a variety of roles in group discussions.
- Students will use strategies to enhance listening comprehension.
- Students will understand elements of persuasion and appeal in spoken texts (e.g. purpose and pace, volume, tone, stress, images conveyed by vocabulary and ideas).

## MATH

- I. Students will have an understanding of what a number is, how to represent numbers, make sense of the relationships among numbers and number systems**
  - Add, subtract, multiply and divide whole and decimal numbers with 3 digits
  - Read and write numbers from 1000 to 0.001
  - Compare decimals using  $>$ ,  $<$ ,  $=$
  - Round whole and decimal numbers from 1,000,000,000 to 0.001
  - Multiply and divide by powers of 10
- II. Students will become fluent at performing computations using appropriate subgroups of real numbers (whole numbers, integers, and rational/irrational numbers) using a variety of methods such as mental calculations, estimation, paper and pencil calculations, and other mathematically sound processes**
  - Add, subtract, multiply, and divide whole, decimal, mixed numbers, and fractions
  - Perform mental calculations
- III. Geometry involves the students learning about relationships among one, two, and three-dimensional figures and their properties. It offers students the opportunity to use visualization, spatial reasoning and geometric modeling to solve problems. Geometry allows the development of students' reasoning skills**
  - Understand basic properties of geometry with respect to lines, angles, polygons, and circles
  - Find missing angle of a triangle
  - Understand and find the perimeter and area of squares, rectangles, triangles, and circles
- IV. Students understand measurable attributes to objects and the units, systems and processes of measurement. Application of appropriate techniques and formulas are used to determine measurements**
  - Convert length, weight, and capacity within the English system
  - Measure to the nearest  $1/16$  of an inch
  - Compute elapsed time
- V. Through collection, analysis, and interpretation of data, students develop and evaluate inferences and make predictions. Students determine probabilities that will enable them to analyze statistical arguments**
  - Read, interpret, and construct bar, line, circle, and pictographs.
  - Compute mean, median, and mode of given data
- VI. Algebra is a language of patterns, rules, and symbols. It involves understanding how these patterns, rules, symbols, and functions relate to each other. Equations, inequalities and their graphs are used as mathematical models to represent and solve quantitative relationships as the study of Algebra progresses.**
  - Continue a pattern
  - Understand and apply the order of operations

## SCIENCE

- I. Unifying Concepts and Processes**
  - Understand the interactions within a system
- II. Science as Inquiry**
  - Know the appropriate tools and techniques to gather analyze, and interpret data
- III. Physical Science**
  - Understand chemical and physical changes

- IV. **Life Science**
  - Know how plants are affected by growing conditions
  - Know the functions, such as growth and nutrition, which cells carry on to sustain life
- V. **Earth and Space Science**
  - Know how destructive weather affects the environment
- VI. **Science and Technology**
  - Demonstrate the ability to identify a simple problem
- VII. **Science in Personal and Social Perspectives**
  - Understand that waste disposal can accelerate many natural changes
- VIII. **History and Nature of Science**
  - Understand how science has impacted their lives

## **SOCIAL STUDIES**

- I. **Culture**
  - Explain how people from diverse cultural perspectives and frames of reference may interpret information and experiences
  - Articulate the implication of cultural diversity
- II. **Time, Continuity, and Change**
  - Identify and describe selected historical periods and patterns of change within cultures
  - Develop empathy of skepticism regarding attitudes, values, and behaviors of people
- III. **People, Places, and Environments**
  - Use representations of the earth
  - Locate and describe geographic features
- IV. **Individual Development and Identity**
  - Describe ways regional, ethnic, and national cultures influence individuals daily lives
  - Work independently and cooperatively
- V. **Individuals, Groups, and Institutions**
  - Describe various forms institutions take and interactions of people with institutions
  - Describe the role of institutions in furthering continuity and change
- VI. **Power, Authority, and Governance**
  - Describe the role of technology as it contributes to or helps resolve conflicts
  - Give examples and explain how governments attempt to achieve ideals at home and abroad
- VII. **Production, Distribution, and Consumption**
  - Explain the difference between private and public goods and services
  - Compare basic economic systems
- VIII. **Science, Technology, and Society**
  - Show how science and technology have changed peoples perceptions of the social and natural world
  - Explain the need for laws to govern scientific and technology applications
- IX. **Global Connections**
  - Describe the effects of changing technology in the hemisphere
  - Describe examples of conflict and cooperation among groups
- X. **Civic Ideals and Practices**
  - Identify sources and examples of the rights and responsibilities of citizens
  - Explain various forms of citizen action that influence public policy decision

# **LEWIS CENTRAL COMMUNITY SCHOOLS**

## **GRADE SIX**

### **Core Area Learning Expectations**



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