



Sixth Grade Communication Arts Objectives

Strand	Objective	Content	Process
Reading	1. Apply decoding strategies to problem solve.	CA 2, 3 (R.1.C, R.1.E a-c, R.1.G a-d, R.3.D, IL.1.B)	1.6
	2. Apply reading strategies to comprehend and interpret fiction and nonfiction text.	CA 2, 3 (R.1.C, R.1.D a-b, R.1.E a-c, R.1.F a-d, R.1.G a-g, R.1.H a-f, R.2.C a-g, R.3.C a-c, R.3.D)	1.5, 1.6, 3.5
	3. Compare/contrast and analyze connections.	CA 2, 3 (R.1.H a-f, R.1.I a-c, R.3.Cg)	1.5, 1.6, 1.9, 3.5
	4. Identify and explain figurative language.	CA 2 (R.2.B a-c, R.3.B a-c)	1.5, 1.6
	5. Analyze cause and effect relationships, and interpret point of view and mood in fiction and nonfiction text.	CA 2 (R.1.H a-f, R.2.C d-e, R.3.C h-i)	1.6, 2.4, 3.1, 3.4, 3.5, 3.7
	6. Analyze text features in nonfiction, fiction, poetry, and drama.	CA 2 (R.2.A a- b, R.3.A a- b)	1.6
	7. Use details from the text to comprehend, predict, evaluate, and compare/contrast.	CA 3 (R.1.F a-d, R.1.G a-g, R.1.H a-f, R.2.C a-g, R.3.C g-k)	1.6, 1.7, 2.4, 3.1, 3.5, 3.6
	8. Classify and categorize communication by themes and genres.	CA 2,3,5 (R.1.I c, R.2.A a-b, R.3.A a-b)	1.6, 1.8
Writing	9. Follow writing process to write effectively.	CA 1,4 (W.1.Aa-e,	1.8, 2.1, 2.2



		W.2.A a-b, W.2.B a-b, W.2.C a-d, W.2.D a-b, W.2.E a-e, W.3.A a-b)	
	10. Apply grade-level appropriate conventions.	CA 1 (W.1.A d, W.2.E a-e, IL.1.B)	1.6, 2.2
	11. Utilize various sentence structures in composition.	CA 1 (W.1.A c, W.2.C d)	1.6, 2.1, 2.2
	12. Write a personal narrative.	CA 4 (W.1.Aa-e, W.2.A.a-b, W.2.B a-b, W.2.C a-d, W.2.D a-b, W.2.E a-e, W.3.A a-b, LS.1.A, LS.1.B, IL.1.B, IL.1.C)	1.8, 2.2
	13. Implement a note-taking system.	CA 2-4 (W.2.A b, W.2.B a-b, IL.1.B, IL.1.C)	1.6, 1.8
	14. Construct expository/persuasive paragraphs with strong idea development and organization.	CA 4 (W.1.Aa-e, W.2.B a-b, W.2.C a-c, W.3.A.a-b, LS.1.B, IL.1.B, IL.1.C)	1.8, 2.1
	15. Summarize and paraphrase various types of information.	CA 2-4 (W.2.E a-e, W.3.Aa-b, IL.1.C)	1.8, 2.1, 2.6, 3.5, 4.8
	16. Appropriately make connections with audience and demonstrate purpose through personality in writing.	CA 1,4 (W.1.A c, W.2.A a-b)	2.1, 2.2, 2.3
	17. Use precise and vivid language.	CA 1,4 (W.1 a c,	2.1, 2.2



		W.2.D a-b, IL.1.B)	
	18. Demonstrate organization in writing.	CA 1,4 (W.1.A c, W.2.C a-c)	1.8, 2.1, 2.2
Listening and Speaking	19. Present information incorporating effective speaking skills.	CA 1,6 (LS.2.A)	2.1, 2.3, 4.6
	20. Provide clear and concise multi-step oral directions.	CA 1,6 (LS.1.B, LS.2.A, LS.2.B)	2.1, 2.3
Information Literacy	21. Develop questions and statements of purpose to guide research.	CA 2,3 (IL.1.A)	1.1, 1.4
	22. Define plagiarism and document research sources.	CA 4 (IL.1.B, IL.1.D)	1.4, 1.7, 1.8, 2.3, 4.4
	23. Identify and explain viewpoints conveyed in various forms of media.	CA 5 (LS.1.A, IL.2.A)	1.5, 1.7, 2.7



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Objective 1: Apply decoding strategies to problem solve.

Vocabulary:

decoding strategies	phonemes
suffix	affix
context clues	base word
high-frequency words	read-alouds
automaticity	

GLE: R.1.C, R.1.E, R.1.G, R.3.D, IL.1.B

Process Standards: 1.6

DOK: 1, 2

Guiding Questions:

- How will students determine unknown vocabulary?

Process Objectives

- Locate and use multiple resources to acquire information, answer questions, and support purpose for reading.
- Develop vocabulary using context clues, glossary, dictionary, and thesaurus.
- Locate, interpret, and apply information from title, table of contents, glossary, ect.
- Develop vocabulary through text using roots and affixes.

Instructional Strategies/Activities:

- Define meanings of prefixes/suffixes
- Practice vocabulary activities
- Make connections with root words.
- Apply knowledge of parts of speech
- Readers' Theater

District Resources:

- The Language of Literature (i.e. "Nadia the Willful")
- Dictionary
- Thesaurus
- Glossary
- Computers

Assessment:

- Reader's Theater (Scoring Guide)
- Leveled Reading Tests (Teacher Observation)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 2: Apply reading strategies to comprehend and interpret fiction and nonfiction text.

Vocabulary:

interpret	comprehend
predict	clarify
analyze	summarize
infer	cueing systems
character traits	plot
author's purpose	draw conclusions
reading rate	questioning
preview	setting
reflect	slant/bias
paraphrase	visualize

GLE: R.1.C, R.1.D, R.1.E, R.1.F, R.1.G, R.1.H, R.2.C, R.3.C, R.3.D

Process Standards: 1.5, 1.6, 3.5

DOK: 2, 3

Guiding Questions:

- What strategies will students apply to understand text?

Process Objectives

- Locate and use multiple resources to acquire information, Answer questions, and support purpose for reading.
- Develop vocabulary using context clues, glossary, dictionary, and thesaurus.
- Locate, interpret, and apply information from title, table of contents, glossary, etc.
- Utilize strategies, such as self-questioning, inferring, visualizing, predicting, checking, and using cueing systems.
- Record relevant information using a variety of note-taking and organization strategies.
- Demonstrate effective test-taking skills (constructed response, essay, and writing prompt).
- Read grade-level instructional text with fluency, accuracy and appropriate expression, and adjust reading rate to difficulty and type of text
- Apply pre-reading strategies to aid comprehension, set a purpose, and adjust reading rate.
- Apply post-reading skills to comprehend and interpret text.

Instructional Strategies/Activities:

- Utilize graphic organizers to clarify understanding
- Discuss and model various types of reading strategies
- Practice reading strategies through independent and cooperative learning settings.
- Incorporate teacher-directed instruction to distinguish types of learning strategies.



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District Resources:

- The Language of Literature (i.e. "The Dog of Pompeii", "All I Really Need to Know I Learned in Kindergarten")
- Novels (refer to reading list)

Assessment:

- Comprehension "talk shows" about text (Scoring Guide)
- Unit Test (Answer Key)
- Storyboards (Scoring Guide)

Expansions/Correlations

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Objective 3: Compare/contrast and analyze connections.

Vocabulary:

compare	contrast	analyze
evaluate	reflect	culture
historic time	fiction	nonfiction
genre	setting	character traits
plot		

GLE: R.1.H, R.1.I, R.3.C

Process Standards: 1.5, 1.6, 1.9, 3.5

DOK: 3

Guiding Questions:

- How will students recognize relationships between new information and prior knowledge?

Process Objectives

- Utilize strategies, such as self-questioning, inferring, visualizing, predicting, checking, and using cueing systems.
- Record relevant information using a variety of note-taking and organization strategies
- Locate and use multiple resources to acquire information, answer questions, and support purpose.
- Demonstrate effective test-taking skills (constructed response, essay, and writing prompt).
- Apply the pre-reading strategy of accessing prior knowledge to aid comprehension.

Instructional Strategies/Activities:

- Use graphic organizers to display relationships.
- Student discussion through cooperative learning settings
- Evaluate and reflect between various connections.

District Resources:

- The Language of Literature (i.e. "Matthew Henson at the Top of the World" and "Summer of Fire")
- Novels (refer to reading list)
- Books to Movies (Island of the Blue Dolphin and *Cast Away*)

Assessment:

- Graphic Organizers
- Essays
- Visual Representations

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 4: Identify and explain figurative language.

Vocabulary:

onomatopoeia
simile
figurative language
metaphor
alliteration
personification
rhyme
prose

GLE: R.2.B, R.3.B

Process Standards: 1.5,
1.6

DOK: 2

Guiding Questions:

- How do students differentiate and make meaning of figurative language?

Process Objectives

- Identify and explain the following: onomatopoeia, alliteration, metaphor, simile, and personification.

Instructional Strategies/Activities:

- Create a visual representation that displays the meaning.
- Small group conversations using and inferring the meaning of figurative language
- Teacher-directed instruction and modeling to clarify types of figurative language

District Resources:

- The Language of Literature (i.e. "All Summer in a Day", "It Seems I Test People")
- Novels (refer to reading list)

Assessment:

- Unit Test (Answer Key)
- Write poetry (Scoring Guide)
- Essays (Scoring Guide)
- Graphic Organizers (Scoring Guide)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 5: Analyze cause and effect relationships, and interpret point of view and mood in fiction and nonfiction text.

Vocabulary:

cause	effect	analyze
point of view	mood	plot
resolution	conflict	climax
problem solving	setting	infer

GLE: R.1.H, R.2.C, R.3.C

Process Standards: 1.6, 2.4, 3.1, 3.4, 3.5, 3.7

DOK: 3

Guiding Questions:

- How will students formulate relationships within the story and infer point of view and mood?

Process Objectives

- Utilize strategies, such as self-questioning, inferring, visualizing, predicting, checking, and using cueing systems.
- Explain the setting's influence on characters, plot, and resolution.
- Analyze the problem-solving processes of characters and the effectiveness of their solutions.
- Identify and describe examples of cause and effect.
- Demonstrate effective test-taking skills (constructed response, essay, and writing prompt).

Instructional Strategies/Activities:

- Represent textual information using graphic organizers
- Constructed response questions including specific examples from the text to support the answer
- Teacher-directed and small group discussions
- Role-play elements of fiction

District Resources:

- The Language of Literature (i.e. "The Circuit")
- Novels (refer to reading list)

Assessment:

- Visual representation to display mood of point of view (Scoring Guide)
- Graphic Organizer (Scoring Guide)
- Essays (Scoring Guide)
- Story Element Project (Scoring Guide)
- Student-led Lessons (Scoring Guide)

Expansions/Correlations

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Objective 6: Analyze text features in nonfiction, fiction, poetry, and drama.

Vocabulary:

analyze
text features
clarify

GLE: R.2.A, R.3.A

Process Standards: 1.6

DOK: 2

Guiding Questions:

- How will students apply nonfiction and fiction text features to clarify meaning?

Process Objectives

- Locate, interpret, and apply information from title, table of contents, glossary, etc.
- Utilize strategies, such as self-questioning, inferring, visualizing, predicting, checking, and using cueing systems.
- Record relevant information using a variety of note-taking and organization strategies.
- Apply the pre-reading strategy of previewing to aid comprehension.

Instructional Strategies/Activities:

- Notes on various text features
- Prediction activities using text features
- Teacher-directed instruction over text features

District Resources:

- The Language of Literature (i.e. "The Frog Who Wanted to Be a Singer", "Damon and Pythias")
- Newspapers
- Computers

Assessment:

- Create class newspaper/magazine (Scoring Guide)
- Visual representation of particular text features (Teacher Observation)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 7: Use details from the text to comprehend, predict, evaluate, and compare/contrast.

Vocabulary:

comprehend	predict
compare	contrast
inferences	author's purpose
bias	sequence
cueing system	post-reading skills
reflect	summarize
paraphrase	genre
nonfiction	automaticity
evaluate	pre-reading strategies
paraphrase	draw conclusions
slant	fiction
visualization	

GLE: R.1.F, R.1.G,
R.1.H, R.2.C, R.3.C

Process Standards: 1.6,
1.7, 2.4, 3.1, 3.5, 3.6

DOK: 3

Guiding Questions:

- How will students use details from the text to comprehend and evaluate reading material?

Process Objectives

- Utilize strategies, such as self-questioning, inferring, visualizing, predicting, checking, and using cueing systems.
- Record relevant information using a variety of note-taking and organization strategies
- Demonstrate effective test-taking skills (constructed response, essay, writing prompt).
- Apply the pre-reading strategy of predicting to aid comprehension.
- Analyze the influence of setting on character traits and plot.

Instructional Strategies/Activities:

- Organize details with graphic organizers
- Cooperative Learning Activities
- Teacher-directed discussion

District Resources:

- The Language of Literature (i.e. "Lob's Girl", "The Disobedient Child")
- Novels (refer to reading list)
- Newspaper

Assessment:

- Graphic Organizers (Scoring Guide)



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- Essays (Scoring Guide)
- KWL (Teacher Observation)
- Culminating Activity (Scoring Guide)
- Cooperative Learning Activity (Teacher Observation)

Expansions/Correlations

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Objective 8: Classify and categorize communication by themes and genres.

Vocabulary:

classify
genres
categorize
story elements
themes
text features

GLE: R.1.1, R.2.A, R.3.A

Process Standards: 1.6,
1.8

DOK: 2

Guiding Questions:

- How can students recognize and group similar story elements?

Process Objectives

- Record relevant information using a variety of note-taking and organization strategies
- Demonstrate effective test-taking skills (constructed response, essay, writing prompt).

Instructional Strategies/Activities:

- Utilize graphic organizers.
- Teacher-directed instruction
- Skits
- Cooperative learning

District Resources:

- The Language of Literature (i.e. "Arachne", "Words on a Page", "The Jacket")
- Novels (refer to reading list)

Assessment:

- Graphic Organizer (Scoring Guide)
- Unit Test (Answer Key)
- Choose and apply theme/genre in any writing or presentation project (Scoring Guide)

Expansions/Correlations

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Objective 9: Follow writing processes to write effectively.

Vocabulary:

writing process	graphic organizer
types of writing	memo
audience	ideas/content
word choice	sentence fluency
conventions	R.A.F.T.
forms	organization
workplace communication	voice

GLE: W.1.A, W.2.A,
W.2.B, W.2.C, W.2.D,
W.2.E, W.3.A

Process Standards: 1.8,
2.1, 2.2

DOK: 3

Guiding Questions:

- How will students utilize the writing process to develop a writing piece?

Process Objectives

- In writing, use classroom resources to verify correct spelling.
- Locate and use multiple resources to acquire information, answer questions, and support purpose.
- Recognize individual strengths and weaknesses related to writing skills.
- Use precise and vivid language when composing text.

Instructional Strategies/Activities:

- Writers' Workshop
- Research Projects
- Graphic Organizers
- Small group brainstorming/editing

District Resources:

- Write Source
- Six-Trait Scoring Guide
- Six-Trait Writing Prompts
- MAP Released Items (refer to DESE website)

Assessment:

- Essay (Scoring Guide)
- Conferencing (Teacher Observation)
- Choice Board (Scoring Guide)
- R.A.F.T. (Scoring Guide)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 10: Apply grade-level appropriate conventions.

Vocabulary:

conventions	proper nouns
direct quotations	apostrophes
irregular possessives	plural possessives
appositives	quotation marks
transitional spelling	phonics
capitalization	parts of speech
proper adjectives	semi-phonetic spelling
dialogue	fragment
prepositional phrases	

GLE: W.1.A, IL.1.B

Process Standards: 1.6, 2.2

DOK: 1, 3

Guiding Questions:

- How can students correctly incorporate grade-level conventions in their writing?

Process Objectives

- In writing, use classroom resources to verify correct spelling.
- Locate and use multiple resources to acquire information, answer questions, and support purpose.
- Recognize individual strengths and weaknesses related to writing skills.
- Use correct spelling of grade-level frequently-used words in writing.
- Use correct grammar/usage, punctuation, and capitalization.
- Apply commas in compound sentences, prepositional phrases, and appositives.
- Correctly incorporate apostrophes.
- Use quotation marks correctly in dialogue.

Instructional Strategies/Activities:

- Repetition of correct conventions
- Student-led instruction
- Identifying convention patterns
- Writers' Workshop
- Teacher-directed instruction
- Applying computer skills when typing written works

District Resources:

- [Write Source](#)
- [Language Network](#)
- Computers
- Dictionary



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Assessment:

- Unit Test (Answer Key)
- Essay (Scoring Guide)
- Proof Reading/Editing (Teacher Observation)

Expansions/Correlations

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Objective 11: Utilize various sentence structures in composition.

Vocabulary:

word choice
complete sentences
nouns
adverbs
imperative
sentence structure
fragments
adjectives
sentence fluency
run-ons
verbs
interrogative
exclamatory
declarative
parallel structure

GLE: W.1.A, W.2.C

Process Standards: 1.6,
2.1, 2.2

DOK: 3

Guiding Questions:

- How will students apply effective word choice and sentence fluency in their writing?

Process Objectives

- Incorporate grade-level sentence fluency and word choice appropriate for the audience and purpose.
- In writing, use classroom resources to verify correct spelling.
- Locate and use multiple resources to acquire information, answer questions, and support purpose.
- Recognize individual strengths and weaknesses related to writing skills.
- Use effective cohesive devices (such as transitions, repetition, parallel structure) between and/or within paragraphs.
- Create sentences that are clear and varied in structure.

Instructional Strategies/Activities:

- Cooperative Learning Activities
- Writers' Workshop
- Thesaurus-specific activities
- Teacher-directed instruction
- Kinesthetic Activities

District Resources:

- [Write Source](#)



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- Language Network
- Computers
- Novels (refer to reading list)

Assessment:

- Essays (scoring guide)
- Choice Board (scoring guide)
- Unit Test (Answer Key)
- Presentations (Scoring Guide)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 12: Write a personal narrative.

Vocabulary:

sensory details
author's purpose
sequencing
dialogue
narrative
organizational strategy

GLE: W.1.A, W.2.A, W.2.B,
W.2.C, W.2.D, W.2.E, W.3.A, L.S.
1.A, L.S.1.B, I.L.1.B, I.L.1.C

Process Standards: 1.8, 2.2

DOK: 3

Guiding Questions:

- How can students apply knowledge of 6-trait writing when composing a personal narrative?

Process Objectives

- Use classroom resources and dictionary to verify correct spelling in writing.
- Locate and use multiple resources to acquire information, answer questions, and support purpose
- Incorporate the 6-traits of writing to communication information.
- Has an effective beginning, middle, and end.
- Use paragraphing appropriately.
- Contain a strong controlling idea.
- Progress in a logical order.
- Use effective cohesive devices between and/or within paragraphs.
- Clearly address the topic and provides specific and relevant details/examples.
- Use precise and vivid language.
- Contain sentences that are clear and varied in structure.
- Effectively use writing techniques.
- Clearly show an awareness of audience and purpose.
- Contain few errors in grammar/usage, punctuation, capitalization, and/or spelling.

Instructional Strategies/Activities:

- Writer's Workshop
- Mini-lessons
- Proofread and Edit
- Activities exploring the five senses

District Resources:

- Write Source
- Dictionary
- Thesaurus
- Language Network



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Assessment:

- Personal Narrative (Scoring Guide)
- Create visual representation depicting all sensory details (scoring guide)
- Riddles (scoring guide)

Expansions/Correlations

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Objective 13: Implement a note-taking system.

Vocabulary:

note-taking
keywords
graphic organizer
main idea
outline
organizational strategy
reflect
supporting details

GLE: W.2.A, W.2.B, I.L.1.B,
I.L.1.C

Process Standards: 1.6,
1.8

DOK: 3

Guiding Questions:

- How can students structure incoming information in an organized manner?

Process Objectives

- Locate and use multiple resources to acquire information.
- Locate, interpret, and apply information in title, table of contents, and glossary.
- Respond to two or more sources using details from text.
- Determine the most efficient graphic organizer and note-taking system to record information.
- Progress in a logical order.
- Contain a strong controlling idea.

Instructional Strategies/Activities:

- Apply graphic organizers in various situations.
- Teacher-led modeling
- Speeches
- Research projects
- Lectures

District Resources:

- Write Source
- Language Network
- Computers

Assessment:

- Graphic organizers (Scoring Guide)
- Teacher observation of student note-taking skills (Teacher Observation)

Expansions/Correlations

Equity Technology Research Workplace Readiness Character Education



Objective 14: Construct expository/persuasive paragraphs with strong idea development and organization.

Vocabulary:

ideas and content	organization
voice	sentence fluency
main idea	purpose
types of writing	audience
supporting sentences	logical sequence
word choice	persuasive text
conventions	relevant details
concluding sentences	

GLE: W.1.A, W.2.B,
W.2.C, W.3.A, L.S.1.B,
I.L.1.B, I.L.1.C

Process Standards: 1.8,
2.1

DOK: 3

Guiding Questions:

- How can students construct well-written multi-paragraph essays that communicate a strong message for a specific purpose?

Process Objectives

- Locate and use multiple resources to acquire information.
- Develop vocabulary through text using a glossary, dictionary, and thesaurus.
- Use classroom resources and dictionary to verify correct spelling in writing.
- Incorporate the 6-traits of writing to communication information.
- Apply graphic organizer during prewriting process.
- Has an effective beginning, middle, and end.
- Use paragraphing appropriately.
- Contain a strong controlling idea.
- Progress in a logical order.
- Use effective cohesive devices between and/or within paragraphs.
- Clearly address the topic and provide specific and relevant details/examples.
- Clearly show awareness of audience and purpose.

Instructional Strategies/Activities:

- Activities developing a multitude of ideas
- Note-taking
- Teacher-directed instruction
- Writer's Workshop
- Evaluate forms of writing
- Discussions

District Resources:

- [Write Source](#)
- [Language Network](#)
- Computers



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- MAP Released Items (refer to DESE website)

Assessment:

- Essay (Scoring Guide)
- Debates (Scoring Guide)
- Create puzzle with writing and “piece” back together using organization (Scoring Guide)

Expansions/Correlations

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Objective 15: Summarize and paraphrase various types of information.

Vocabulary:

types of writing	summarize
retell	note-taking
workplace communication	audience
paraphrase	organizational strategies

GLE: W.2.E, W.3.A,
I.L.1.C

Process Standards: 1.8,
2.1, 2.6, 3.5, 4.8

DOK: 3

Guiding Questions:

- How can students retell information from various texts?

Process Objectives

- Listen for information.
- Utilize reading strategies of self-questioning and correction.
- Locate, interpret, and apply information in title, table of contents, and glossary.
- Interpret and report ideas in several forms.
- Compare and contrast summarizing and paraphrasing.
- Contain a strong controlling idea.
- Progress in a logical order.
- Clearly show awareness of audience and purpose.

Instructional Strategies/Activities:

- Incorporate various forms of media
- Note-taking
- Oral Presentations
- Research and cite information

District Resources:

- The Language of Literature
- Write Source
- Novels (refer to reading list)
- MAP Released Items (refer to DESE website)
- Computers

Assessment:

- Essays (Scoring Guide)
- Oral Presentation (Scoring Guide)
- Memo/workplace communication (Scoring Guide)
- Create visual representation of the main idea (Scoring Guide)

Expansions/Correlations

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Objective 16: Appropriately make connections with audience and demonstrate purpose through personality in writing.

Vocabulary:

personality
writing techniques
audience
purpose
connection
voice

GLE: W.1.A, W.2.A,

Process Standards: 2.1,
2.2, 2.3

DOK: 3

Guiding Questions:

- How can students apply the trait of voice in various types of writing?

Process Objectives

- Effectively uses writing techniques.
- Clearly shows awareness of audience and purpose.

Instructional Strategies/Activities:

- R.A.F.T.S.
- Choice Boards
- Writer's Workshop
- Greeting cards
- Essays
- Descriptions of multiple point of views
- Role-play

District Resources:

- [Write Source](#)
- Dictionary
- Thesaurus

Assessment:

- Scoring guide
- Checklist

Expansions/Correlations

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Objective 17: Use precise and vivid language.

Vocabulary:

precise
overused
vague
vivid

GLE: W.1, W.2.D, I.L.1.B

Process Standards: 2.1,
2.2

DOK: 3

Guiding Questions:

- How can students incorporate clear, descriptive language within their writing?

Process Objectives

- Clearly shows awareness of audience and purpose.
- Avoids overused language.
- Eliminates vague descriptions.

Instructional Strategies/Activities:

- Nursery rhymes modified using a thesaurus
- Riddles
- Sensory details to describe animate/inanimate objects
- Revision for specificity, vague pronoun references, "showing" language
- List of overused words and synonyms

District Resources:

- Write Source
- Thesaurus
- Dictionary

Assessment:

- Writer's Workshop
- Essay
- Scoring guide
- Worksheets
- R.A.F.T.S.

Expansions/Correlations

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Objective 18: Demonstrate organization in writing.

Vocabulary:

organization	paragraphing	logical order
thesis statement	introduction	audience hook/lead
topic sentence	transition sentence	concluding sentence
conclusion	closure	supporting details

Guiding Questions:

- How can students effectively organize their ideas?

GLE: W.1.A, W.2.C

Process Objectives

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Progress in a logical order.
- Incorporates a thesis statement in the introduction.
- Applies an audience hook/lead in the introduction.
- Creates well-developed paragraphs that include topic sentences, supporting details, elaborating details, concluding sentences, and transitions.
- Utilizes a conclusion paragraph that restates the thesis and provides closure.

Process Standards: 1.8, 2.1, 2.2

DOK: 3

Instructional Strategies/Activities:

- Writer's Workshop
- Essays
- Narratives
- Directions
- Storytelling
- Graphic Organizers
- Teacher-directed notes
- Student-led instruction

District Resources:

- [Write Source](#)
- [Language Network](#)

Assessment:

- Scoring guides
- Finished product
- Quizzes
- Tests

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Objective 19: Present information incorporating effective speaking skills.

Vocabulary:

rhythm	tone
reading rate	volume
fluency	pace
enunciation	

GLE: L.S.2.A

Process Standards: 2.1, 2.3, 4.6

DOK: 2

Guiding Questions:

- How can students appropriately communicate information in an oral presentation?

Process Objectives

- Listen for enjoyment.
- Listen for information.
- Listen for directions.
- Use active-listening behaviors.
- Speak clearly and stay on topic in discussions and presentations.
- Listen to and identify tone, mood, and emotion of verbal and nonverbal communication.
- Use appropriate volume, tone of voice, rate of speech, fluency/inflections, and eye contact in discussions and presentations.
- Read instructional text with fluency, accuracy, and appropriate expression.

Instructional Strategies/Activities:

- Presentations
- Student-led instruction
- Modeling
- Reading Workshops
- Reader's Theater

District Resources:

- [Write Source](#)
- [Language Network](#)

Assessment:

- Oral Presentation (Scoring Guide)
- Observe and critique various speakers (Scoring Guide)
- Students teach a lesson
- Story-telling (Scoring Guide)

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Objective 20: Provide clear and concise multi-step oral directions.

Vocabulary:

clear
complex task
concise
multi-step
note-taking

GLE: L.S.1.B, L.S.2.A,
L.S.2.B

Process Standards: 2.1, 2.3

DOK: 1

Guiding Questions:

- How can students present clearly defined instructions?

Process Objectives

- Listen for directions.
- Speak clearly and stay on topic in discussions and presentations.
- Apply a note-taking system to organize ideas.

Instructional Strategies/Activities:

- Compose multi-step directions for a complex task
- Cooperative Learning
- Role-Play
- Kinesthetic Activities

District Resources:

- Write Source

Assessment:

- Create drawing/design and provide directions to an audience for desired result (Teacher Observation)
- Write and follow multi-step directions (Teacher Observation)

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Objective 21: Develop questions and statements of purpose to guide research.

Vocabulary:

purpose
note-taking

GLE: I.L.1.A

Process Standards: 1.1, 1.4

DOK: 3

Guiding Questions:

- How can students integrate questioning techniques and purpose to guide research?

Process Objectives

- Locate and use multiple resources to acquire information.
- Utilize reading strategies of self-questioning and correction.
- Locate, interpret, and apply information in title, table of contents, and glossary.

Instructional Strategies/Activities:

- Practice useful brainstorming methods
- Graphic Organizers
- Note-taking

District Resources:

- Write Source
- Computers

Assessment:

- Conferencing (Teacher Observation)
- Essays (Scoring Guide)

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Objective 22: Define plagiarism and document research sources.

Vocabulary:

plagiarism
citing
retell

GLE: I.L.1.B, I.L.1.D

Process Standards: 1.4,
1.7, 1.8, 2.3, 4.4

DOK: 1

Guiding Questions:

- How can students avoid plagiarism when researching?

Process Objectives

- Locate and use multiple resources to acquire information.
- Respond to two or more sources using details from text.
- Use proper conventions when citing sources.
- Recognize examples of plagiarism.

Instructional Strategies/Activities:

- Research
- Discussion
- Teacher-Directed Instruction
- Modeling

District Resources:

- Write Source
- Computer
- Library

Assessment:

- Essays (scoring guide)
- Conferencing (Teacher Observation)

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Objective 23: Identify and explain viewpoints conveyed in various points of media.

Vocabulary:

bias
audience
active-listening behaviors
slant
media
point of view
author's purpose

GLE: L.S.1.A, I.L.2.A

Process Standards: 1.5,
1.7, 2.7

DOK: 1

Guiding Questions:

- How can students recognize point of view?

Process Objectives

- Evaluate the accuracy of the information using details from text.
- Identify and interpret author's purpose, slant/bias using details from text.
- Listen for enjoyment.
- Listen for information.
- Listen for directions.
- Use active-listening behaviors

Instructional Strategies/Activities:

- Cooperative Learning Activities
- Discussion
- Exposure to videos, pictures, websites, artwork, plays, news programs

District Resources:

- *United Streaming*
- The Language of Literature (i.e. "Eleven")
- Newspaper
- Write Source
- Library

Assessment:

- Create a commercial graded (scoring guide)
- Choose a form of media and present information on viewpoint (scoring guide)

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