

Dear Parents:

The Irvine Unified School District is committed to providing each of our students with the highest quality learning experiences possible. We believe that the best way to achieve successful academic growth is through the combined efforts of the school, parents, and child. One important way for parents to help is to be aware of what students are expected to learn. Toward that end, this document displays those learning goals considered essential at this grade level. These are referred to as grade-level content standards, and they are listed for language arts, mathematics, science, and social science.

These content standards drive the plans for daily instruction and homework. Content standards also provide the basis for progress reports and report cards. Parent/teacher conferences add further clarity regarding student progress on grade-level standards.

Along with solid instruction, these standards invite students, teachers, and parents to work together in the classroom, and at home, in the interest of success for all. For additional information on grade-level content standards, please visit our web site at: http://www.iusd.org/education_services/CurricularPrograms.html.

Sincerely,



Gwen E. Gross, Ph.D.
Superintendent of Schools

In order to further assist parents in helping their students please refer to our website: http://www.iusd.org/parent_resources/ParentsHelpingStudents.html.

The following is an example of the items on the above mentioned website:

How to Make a Better Student

- A parent's guide on what you can do to help

Family Literacy Project

IUSD tips for parents helping children learn to read

- [Tips for Reading to Your Child](#)
- [Phrases that Encourage](#)
- [Questions that Encourage Conversation about Reading](#)
- [Concepts about Print](#)
- [Phonemic Awareness Activities For 4-5-6 Year Olds](#)
- [Phonemic Awareness Activities For 6-7 Year Olds](#)
- [Bibliography: K-3 Phonemic Awareness](#)
- [Ten Tips: Helping Your Child Read Effectively](#)
- [Breaking the Sound-It-Out Barrier](#)
- [Reading Tips for Parents, Primary Caregivers, and Educators](#)
- [Helping Children Develop Oral-Language Skills](#)
- [The Family Literacy Project Video Purchase Form](#)

Standardized Testing (STAR program)

- How parents can help improve the achievement levels measured by the Stanford 9

Children's Literature Web Guide

- Reviews children's literature

Encyclopedia Britannica

- On-line subscriber's service, the encyclopedia for a monthly fee

On-line Magazines

- Access to on-line magazines

Scholastic

- Take a look around this publisher's page, includes links

Spelling

- [How Parents Can Help Their Children With Spelling and Writing](#)
- [Spelling Benefits](#)

Phonics

- [How Parents Can Assist With Phonics K-2](#)
- [Breaking the Sound-It-Out Barrier](#)

Mathematics Resources for Parents

- Resources designed to help parents help their students with math

Kindergarten

- Activities that support Kindergarten learning

Acknowledgments

Appreciation is extended to the following Irvine Unified School District (IUSD) educators and community members for contributing their expertise to the development of the grade-level content standards.

Debbie Babish
Lynnette Bain
Leila Barber
Kathi Bond
Kathleen Cooke
Sandy Durand
Florine Ellerman
Jeanie Fritzsche
Dennis Gibbs
Laurie Hartstein
Valerie Henry
Brad Hillman
Katherine Jacobs
Nancy Maguire

Santiago Hills
Westpark
Canyon View
University Park
Plaza Vista
Springbrook
Alderwood
Curriculum Coordinator
Director, Elementary Education
Bonita Canyon
South Lake
Northwood
Vista Verde
Brywood

Kathy Marvin
Adele Patterson
Bettina Pierce
Kathleen Rodarte
Jodi Rosser
Missy Ruiz
Patricia Schmidt
Mark Sontag
Leanne Thommarson
Robin Van Vorhis
Kathe Wortrich
Beth Wright
Linda Yim
Beth Zemke

Westwood
Eastshore
El Camino
Administrative Secretary
Meadow Park
Deerfield
Brywood
Curriculum Coordinator
Plaza Vista
Brywood
Stone Creek
Los Naranjos
Administrative Secretary
Turtle Rock

IUSD Board of Education

Gavin Huntley-Fenner, Ph.D. / Sue Kuwabara / Carolyn McInerney / Sharon Wallin
Gwen E. Gross, Ph.D., Superintendent of Schools

Vernon Medeiros, Ed.D., Deputy Superintendent, Business Services

Cassie Parham, Assistant Superintendent, Education Services / Terry Walker, Assistant Superintendent, Human Resources



Irvine Unified School District's Essential Standards Grade 6

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

The Student Will:

- Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression.
- Monitor expository text for unknown word or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.

Reading Comprehension

- Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- Clarify understanding of texts by creating outlines, logical notes, summaries, or reports.
- Determine the adequacy and appropriateness of an author's evidence for his or her conclusions.
- Make reasonable assertions about text through accurate, supportive citations.

Literary Response and Analysis

- Analyze how the qualities of the character (e.g., courage or cowardice, ambition or laziness) affect the plot and resolution of the conflict.
- Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- Identify and analyze features of themes conveyed through characters, actions, and images.

WRITING

Writing Strategies

The Student Will:

- Choose the form of writing that best suits the intended purpose.
- Create multiple-paragraph expository compositions.
- Use a variety of effective and coherent organizational patterns.
- Use organizational features of electronic text to locate information.
- Compose documents with appropriate formatting by using word-processing skills and principles of design.
- Revise writing to improve organization and consistency of ideas within and between paragraphs.

Writing Applications

- Write narratives
- Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution).
- Write research reports.
- Write responses to literature.
- Write persuasive compositions.

WRITTEN AND ORAL LANGUAGE CONVENTIONS

Sentence Structure Grammar, Punctuation, Capitalization, Spelling

The Student Will:

- Have a command of the English-language conventions, including sentence structure, grammar, punctuation, capitalization, and spelling appropriate to their grade level.

LISTENING AND SPEAKING

Listening and Speaking Strategies

The Student Will:

- Restate and execute multi-step oral instructions and directions.
- Select a focus, organizational structure, and point of view, matching purpose, message, occasion, and vocal modulation to the audience.
- Identify persuasive and propaganda techniques used in television, and identify false and misleading information.

Speaking Applications

- Deliver informative presentations.
- Deliver persuasive presentations.
- Deliver presentations on problems and solutions.

MATHEMATICS

Number Sense

The Student Will:

- Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
- Interpret and use ratios in different contexts to show the relative sizes of two quantities using appropriate notation (a/b , a to b , $a:b$)
- Use proportional reasoning to solve problems
- Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned and tips.
- Solve problems involving addition, subtraction, multiplication, and division of fractions and explain why a particular operation was used for a given situation.
- Model and solve addition, subtraction, multiplication and division problems in contexts that use positive and negative numbers

- Use a variety of strategies to calculate mentally in order to develop a keen number sense and increase facility and fluency of computation.

Algebra and Functions

- Write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations and graph and interpret their results.
- Write and show all steps involved in solving one-step linear equations in one variable.
- Convert one unit of measurement to another.
- Solve problems involving rates, average speed, distance and time.
- Investigate geometric patterns and describe them algebraically.

Measurement and Geometry

- Understand the concept of a constant number like pi. Know and use the formula for the circumference and area of a circle.
- Use the properties of complementary and supplementary angles and the angles of a triangle to solve problems involving an unknown angle.

Statistics, Data Analysis, and Probability

- Compute and analyze statistical measurement for data sets.
- Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context.
- Use data samples of a population and describe the characteristics and limitations of samples.
- Determine theoretical and experimental probabilities and use these to make predictions about events.
- Understand the difference between independent and dependent events and how this affects the results for specific probability situations.

Mathematical Reasoning

- Solve problems using a 4-step process:
 - Make decisions about how to approach problems.
 - Use strategies, skills and concepts in finding solutions.
 - Communicate results by justifying and explaining their process and solution.
 - Determine a solution is complete and move beyond a particular problem by generalizing to other situations.

SCIENCE Grade 5/6 Year B

Earth Sciences (Oceans & Weather)

The Student Will:

- Understand that the ocean water moves in many different ways. When liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled, or as a solid if cooled below the freezing point of water.
- Know that the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
- Understand the influence that the ocean has on weather and the role that the water cycle plays in weather patterns.
- Understand how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.
- Understand the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets.
- Identify different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

Life Sciences (Cells to Organisms)

- Understand that over time, matter and energy is transferred from one organism to others in the food web, and between organisms and the physical environment.
- Understand that the number and types of organisms an ecosystem can support depends on the resources available and abiotic factors, such as quantity of light and water, range of temperatures, and soil composition.

Science Process Skills (Investigation and Experimentation)

- Use appropriate tools to perform tests, and to collect and display data.
- Communicate the steps and results from an investigation in written reports and verbal presentations.

SOCIAL SCIENCE

The Student Will:

- Describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
- Analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.
- Analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
- Analyze the geographic, political, economic, religious, and social structures during the development of Rome.