

6th ENGLISH LANGUAGE ARTS	6th MATH	6th SCIENCE	6th SOCIAL STUDIES
<p><u>Reading Standards for Literature</u> Key Ideas and Details 1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, <i>the boy jumped out of bed and ran to school</i>. Explicit = <i>boy jumping and running</i>. Inferred = <i>got dressed, ate breakfast</i>).</p> <p>2. Determine the theme or central idea of a text.</p> <p>3. Describe the ways that characters respond to a problem or event in a story.</p> <p>Craft and Structure 4. Determine the meaning of simple idioms and figures of speech as they are used in a text.</p> <p>5. Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.</p> <p>6. Identify words that describe what the narrator or speaker in a story is thinking or feeling.</p> <p>Integration of Knowledge and Ideas 7. Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare two stories, poems, or dramas on similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity 10. Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., <i>Read or</i></p>	<p><u>Ratios and Proportional Relationships</u> Understand ratio concepts 1. Compare part-part and part-whole relationships (i.e., how many pieces of fruit? How many are apples how many are oranges?).</p> <p>2. Write ratios to represent relationships between two quantities.</p> <p><u>The Number System</u> Extend previous understandings of fractions. 1. Compare the relationships between the unit fractions ($1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$).</p> <p>2. Add fractions with like denominators to make a whole (halves, thirds, fourths, fifths, sixths, eighths, and tenths).</p> <p>Multiply with numbers 1-10. 3. Solve multiplication problems when groups and size of groups is known but the whole is unknown ($a \times b = \underline{\quad}$).</p> <p>Apply and extend previous understandings of numbers to the system of rational numbers. 4. Understand that the order of the digits determines the given number and use this understanding to compare sets and numbers (i.e., 24 and 42, 24 is less than 42 because it contains 2 tens and 42 contains 4 tens).</p> <p>5. Compare temperatures including negatives (use a non-digital thermometer).</p> <p><u>Expressions and Equations</u> Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p><u>Forces and Motion</u> Identify properties of waves. 1. Recognize that vibrations produce waves.</p> <p>2. Identify types of waves (e.g. water, light, seismic, sound).</p> <p><u>Matter, Properties and Change</u> Compare the structure and properties of matter before and after they undergo a change. 1. Identify the melting point and boiling points of water.</p> <p>2. Understand the difference between mass and volume.</p> <p>3. Compare densities of water with other solid and liquid matter (e.g. oil and water, water and ice).</p> <p><u>Earth Systems, Structures and Processes</u> Compare structures of the Earth’s surface. 1. Identify Earth’s land features (e.g. mountains, valleys, volcanoes, islands).</p> <p>2. Compare Earth’s land features (e.g. mountains, valleys) by using models, pictures, diagrams, and maps.</p> <p><u>Structures and Functions of Living Organisms</u> Understand the major parts of a plant, including seed, root, stem, leaf, and flower, and their functions. 1. Identify functions of the parts of a plant.</p> <p>2. Understand how the functions of plant structures (e.g. leaves, stem, roots, bloom) are essential for life.</p>	<p><u>Geography and Environmental Literacy</u> Understand geographic factors influence choice of tools and resources. 1. Identify the tools needed in different environments (tractor on the farm)</p> <p>2. Compare regions of the state (Mountains verses Coast)</p> <p>Use maps to understand the community. 1. Locate community markers on a map (pictures of the location)</p> <p><u>Economics and Financial Literacy</u> Understand the impact of available resources on individuals and the community for meeting needs and wants. 1. Distinguish between needs (food, clothing, shelter, transportation) and wants (types of food, leisure activities)</p> <p>2. Identify available resources to meet individual or community needs and wants.</p> <p>3. Explain how financial decisions impact the fulfillment of needs and wants.</p> <p><u>Civics and Governance</u> Describe the factors that influence change in rights and responsibilities. 1. Describe how rights and responsibilities within the community environment support the concept of the “common good”.</p> <p>2. Describe the factors that influence change on rights and responsibilities for different locations.</p> <p>3. Describe how rules change from staff are different throughout the school.</p> <p>4. Describe how age changes the rights and responsibilities of an individual.</p>

listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.)

Reading Standards for Informational Text

Key Ideas and Details

1. Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = *Add one egg*. Inferred = *Use raw egg, crack it open*).
2. Determine the theme or central idea of a text.
3. Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.

Craft and Structure

4. Determine the meaning of simple idioms and figures of speech as they are used in a text.
5. Determine how a particular word, phrase or sentence fits into the overall structure of a text.
6. Determine the purpose of a text.

Integration of Knowledge and Ideas

7. Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia).
8. Determine whether claims in a text are fact or opinion.
9. Compare two texts about similar events.

Range of Reading and Level of Text Complexity

10. Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes

1. Write, read, and evaluate addition and subtraction expressions in which letters stand for numbers; i.e., 2 numbers with one number being represented by one letter (fixed variable $7+X=9$ where x can only be one number).

Geometry

Solve real-world and mathematical problems involving area, and perimeter.

1. Determine the perimeter of rectangular figures.
2. Partition rectangular figures into rows and columns of same-size squares without gaps and overlaps and count them to find the area.

Statistics and Probability

Develop understanding of statistical variability.

1. Develop and implement a survey to collect data.

Summarize distributions on picture graphs, line plots, and bar graphs.

2. Display numerical data.
3. Summarize numerical data sets in relation to their context by reporting the number of observations.

Ecosystem

Understand the role of producers and consumers in an ecosystem.

1. Define producers and consumers.
2. Classify living things as either producers or consumers.

5. Actively engage in communicative exchanges by supporting an individual's opinion with details

(e.g., *Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.*)

Writing Standards

Text Types and Purposes

1. Write* a claim and support it with two or more reasons or other relevant evidence.
2. Write* an informative or explanatory text.
 - a. Write* the topic.
 - b. Develop the topic with two or more facts or concrete details.
 - c. Provide a closing.
3. Write* a narrative about personal or imagined experiences or events.
 - a. Write* about multiple events and use temporal words (e.g., next, then) to signal event order.
 - b. Include one or more characters.
 - c. Provide a closing.

Production and Distribution of Writing

4. Produce writing* that addresses a particular task or purpose.
5. With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.
6. Use technology to produce and publish writing*.

Research to Build and Present Knowledge

7. Write* to answer a question based on one or more sources of information.
8. Select quotes from one or more print or digital sources that provide important information about a topic.
9. Write* about information gathered from literary or informational texts.
 - a. Apply *grade 6 Extended Reading standards* to literature (e.g., Compare

two texts with the same theme or topic).
b. Apply *grade 6 Extended Reading standards* to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

Range of Writing

10. Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in communicative exchanges.
 - a. Come to discussions prepared to share information.
 - b. With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.
 - c. Ask and answer questions specific to the topic, text or issue under discussion.
 - d. Determine whether others involved in the discussion agree or disagree with own perspective.
2. Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.
3. Identify the points the speaker makes and how one or more is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Present findings including descriptions, facts, or details related to a main idea or theme.
5. Select or create an audio recording, images, photographs or other

visual/tactual displays to enhance presentations.

6. Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

Conventions of Standard English

1. Demonstrate understandings of Standard English grammar and usage when communicating.

a. Use indefinite pronouns (e.g., anybody, nobody, someone).

b. Recognize when own message fails to convey intended meaning and use strategies to improve expression.

2. Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.

a. Capitalize sentences and proper nouns.

b. Use a question mark at the end of a written question.

c. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

Knowledge of Language

3. Use language to achieve desired meaning when writing or communicating.

a. Vary use of language when listener or reader does not understand initial attempt.

Vocabulary Acquisition and Use

4. Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

a. Use context to identify which word in an array of content related words is missing from a sentence.

<p>b. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</p> <p>5. Demonstrate understanding of word relationships.</p> <p>a. Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.</p> <p>b. Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).</p> <p>6. Acquire and use general academic and domain-specific words and phrases.</p>			
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