



Sixth Grade Reading

- We are learning to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.
- We are learning to determine the meaning of words derived from Latin, Greek, or other linguistic roots and affixes.
- We are learning to use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.
- We are learning to complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____).
- We are learning to explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera).
- We are learning to use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
- We are learning to infer the implicit theme of a work of fiction, distinguishing theme from the topic.
- We are learning to analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures.
- We are learning to compare and contrast the historical and cultural settings of two literary works.
- We are learning to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.
- We are learning to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based on the same story line.
- We are learning to summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.
- We are learning to recognize dialect and conversational voice and explain how authors use dialect to convey character.
- We are learning to describe different forms of point-of-view, including first- and third-person.
- We are learning to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
- We are learning to explain how authors create meaning through stylistic elements and figurative language highlighting the use of personification, hyperbole, and refrains.
- We are learning to compare and contrast the stated or implied purposes of different authors writing on the same topic.
- We are learning to summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions.
- We are learning to explain whether facts included in an argument are used for or against an issue.
- We are learning to explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint.
- We are learning to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- We are learning to compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence.
- We are learning to identify simply faulty reasoning used in persuasive texts.
- We are learning to follow multi-tasked instructions to complete a task, solve a problem, or perform procedures.
- We are learning to interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- We are learning to explain messages sent in various forms of media.
- We are learning to recognize how various techniques influence viewers' emotions.
- We are learning to critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages.
- We are learning to analyze various digital media venues for levels of formality and informality.





Sixth Grade Writing

- We are learning to plan a first draft by selecting a genre suitable for sending the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- We are learning to develop drafts by choosing a fitting organizational strategy (e.g., sequence of events, cause-effect, compare - contrast) and building on ideas to create a focused, organized, and coherent piece of writing.
- We are learning to revise drafts to clarify meaning, improve style, and include simple and compound sentences, after rethinking how well questions of purpose, audience, and genre have been addressed.
- We are learning to revise drafts to improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.
- We are learning to edit drafts for grammar, mechanics, and spelling.
- We are learning to revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
- We are learning to write imaginative stories that include a clearly defined focus, plot, and point of view.
- We are learning to write imaginative stories that include a specific, believable setting created through the use of sensory details.
- We are learning to write imaginative stories that include dialogue that develops the story.
- We are learning to write poems using poetic techniques (e.g., alliteration, onomatopoeia).
- We are learning to write poems using figurative language (e.g., similes, metaphors).
- We are learning to write poems using graphic elements (e.g., capital letters, line length).
- We are learning to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.
- We are learning to convey information about a topic by creating multi-paragraph essays that present effective introductions and concluding paragraphs.
- We are learning to convey information about a topic by creating multi-paragraph essays that guide and inform the reader's understanding of key ideas and evidence.
- We are learning to convey information about a topic by creating multi-paragraph essays that include specific facts, details, and examples in a properly organized structure.
- We are learning to convey information about a topic by creating multi-paragraph essays that use various sentence structures and transitions to link paragraphs.
- We are learning to write informal letters that convey ideas, include important information, show a sense of closure, and use proper conventions (e.g., date, salutation, closing).
- We are learning to write responses to literary or expository texts and provide evidence from the text to show our understanding.
- We are learning to produce a multimedia presentation involving text and graphics using available technology.
- We are learning to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
- We are learning to use and understand the function of verbs (irregular verbs and active and passive voice) in our reading, writing, and speaking.
- We are learning to use and understand the function of non-count nouns (e.g., rice, paper) in our reading, writing, and speaking.
- We are learning to use and understand the function of predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most) in our reading, writing, and speaking.
- We are learning to use and understand the function of conjunctive adverbs (e.g., consequently, furthermore, indeed) in our reading, writing, and speaking.
- We are learning to use and understand the function of prepositions and prepositional phrases to convey location, time, direction, or to provide details in our reading, writing, and speaking.





Sixth Grade Writing

- We are learning to use and understand the function of indefinite pronouns (e.g., all, both, nothing, anything) in our reading, writing, and speaking.
- We are learning to use and understand the function of subordinating conjunctions (e.g., while, because, although, if) in our reading, writing, and speaking.
- We are learning to use and understand the function of transitional words and phrases that show an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to).
- We are learning to differentiate between the active and passive voice and know how to use them both.
- We are learning to use complete simple and compound sentences with correct subject-verb agreement.
- We are learning to use capitalization for abbreviations.
- We are learning to use capitalization for initials and acronyms.
- We are learning to use capitalization for organizations.
- We are learning to recognize and use punctuation marks including commas in compound sentences.
- We are learning to recognize and use punctuation marks including proper punctuation and spacing for quotations.
- We are learning to recognize and use punctuation marks including parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements).
- We are learning to use proper mechanics including italics and underlining for titles of books.
- We are learning to differentiate between commonly confused terms (e.g., its, it's; affect, effect).
- We are learning to use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
- We are learning to know how to use the spell-check function in word processing while understanding its limits.
- We are learning to brainstorm, consult with others, decide on a topic, and draft open-ended questions to address the major research topic.
- We are learning to produce a research plan for gathering relevant information about the major research question. Board # 40ning to follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.
- We are learning to differentiate between primary and secondary sources.
- We are learning to record data, using available technology (e.g., word processors) to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
- We are learning to identify the source of notes (e.g., author, title, page number) and record bibliographic information about those sources according to a standard format.
- We are learning to differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- We are learning to refine the major research question, if necessary, guided by the answers to a secondary set of questions.
- We are learning to evaluate the relevance and reliability of sources for the research.
- We are learning to synthesize our research into a written or an oral presentation that compiles important information from multiple sources.
- We are learning to synthesize our research into a written or an oral presentation that develops a topic sentence, summarizes findings, and uses evidence to support conclusions.
- We are learning to synthesize our research into a written or an oral presentation that presents the findings in a consistent format.
- We are learning to synthesize our research into a written or an oral presentation that uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).
- We are learning to listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

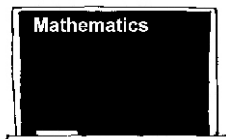




Sixth Grade Writing

- We are learning to follow and give oral instructions that include multiple action steps.
- We are learning to paraphrase the major ideas and supporting evidence in formal and informal presentations.
- We are learning to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- We are learning to take part in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

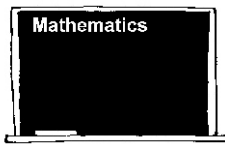




Sixth Grade Mathematics

- We are learning to compare and order non-negative rational numbers.
- We are learning to generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.
- We are learning to use integers to represent real-life situations.
- We are learning to write prime factorizations using exponents.
- We are learning to identify factors of a positive integer, common factors, and the greatest common factor of a set of positive integers.
- We are learning to identify multiples of a positive integer and common multiples and the least common multiple of a set of positive integers.
- We are learning to model addition and subtraction situations involving fractions with objects, pictures, words, and numbers.
- We are learning to use addition and subtraction to solve problems involving fractions and decimals.
- We are learning to use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.
- We are learning to estimate and round to approximate reasonable results and to solve problems where exact answers are not required.
- We are learning to use order of operations to simplify whole number expressions (without exponents) in problem solving situations.
- We are learning to use ratios to describe proportional situations.
- We are learning to represent ratios and percents with concrete models, fractions, and decimals.
- We are learning to use ratios to make predictions in proportional situations.
- We are learning to use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area.
- We are learning to use tables of data to create formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.
- We are learning to create equations from problem situations described by linear relationships.
- We are learning to use angle measurements to classify angles as acute, obtuse, or right.
- We are learning to identify relationships involving angles in triangles and quadrilaterals.
- We are learning to describe the relationship between radius, diameter, and circumference of a circle.
- We are learning to locate and name points on a coordinate plane using ordered pairs of non-negative rational numbers.
- We are learning to estimate measurements (including circumference) and evaluate reasonableness of results.
- We are learning to select and use suitable units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight.
- We are learning to measure angles.
- We are learning to convert measures within the same measurement system (customary and metric) based on relationships between units. B
- We are learning to form sample spaces using lists and tree diagrams.
- We are learning to find the probabilities of a simple event and its complement and describe the relationship between the two.
- We are learning to select and use a suitable graphical representation to present and display data. We are learning to use line plots, line graphs, bar graphs, and stem and leaf plots.
- We are learning to identify mean (using concrete objects and pictorial models), median, mode, and range of a set of data.
- We are learning to sketch circle graphs to display data.





Sixth Grade Mathematics

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- We are learning to solve problems by collecting, organizing, displaying, and interpreting data.
- We are learning to identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics.
- We are learning to use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.
- We are learning to select or develop a suitable problem-solving strategy from various different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.
- We are learning to select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.
- We are learning to communicate mathematical ideas using language, efficient tools, proper units, and graphical, numerical, physical, or algebraic mathematical models.
- We are learning to evaluate the effectiveness of different representations to communicate ideas.
- We are learning to make conjectures from patterns or sets of examples and nonexamples.
- We are learning to validate our conclusions using mathematical properties and relationships.

