

Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Key Ideas and Details

6RL1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can define textual evidence (“word for word” support) (K)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that...”). (R)

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. (S)

I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions. (R)

Vocabulary

textual evidence, analyze, inference, explicit

6RL2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCR. Determine central ideas or themes of a text and analyze their development; summarizes the key supporting details and ideas.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can define theme (a central idea or lesson about life the author is revealing - Honesty is the best policy.) (K)

I can analyze plot (the events that happen) to determine a theme (author’s overall message). (R)

I can define summary (a shortened version of the text that states its key points). (K)

I can compose a summary stating the key points of the text without adding my own opinions or feelings (P)

Vocabulary

theme, central idea, summary opinion

6RL3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CCR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can define and identify the elements of plot structure (exposition, rising action, climax, falling action, and resolution). (K)

I can explain how plot is developed by key events and episodes experienced by the characters. (R)

I can determine qualities of characters in a text based on an author's direct (quality is stated) and Indirect (quality is inferred based on what they say, what they do, what they feel and what they think) characterization. (R)

I can distinguish between a static (qualities and responses stay the same) and dynamic (qualities and responses change based on events) character. (R)

I can explain how dynamic characters change as the plot moves toward a resolution. (R)

Vocabulary

plot structure (exposition, rising action, climax, falling action, resolution), direct characterization, indirect characterization ,static character, dynamic character.

Craft and Structure

6RL4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

Essential Questions Author’s choice: Why does it matter? What makes a story a “great”story?

Suggested Learning Targets

I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)

I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean). (K)

I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). (K)

I can analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. (R)

Vocabulary

figurative language, literal language, denotative meaning, connotative meaning, tone mood

6RL5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCR. Analyze the structure of texts, including how specific sentences, paragraphs, and a larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

Essential Questions Authors choice: Why does it matter? What makes a story a “great”story?

Suggested Learning Targets

I can locate textual evidence (“word for word”support) that supports the theme, setting, or plot development. (K)

I can analyze text and determine the author’s purpose for including a particular sentence, chapter, scene, or stanza. (R)

I can recognize how a particular sentence, chapter, scene, or stanza contributes to the overall text and its meaning. (R)

Vocabulary

textual evidence, theme, setting plot

6RL6. Explain how an author develops the point of view of the narrator or speaker in a text.

CCR. Assess how point of view or purpose shapes the content and style of a text.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows and effective reader to gain insight and strengthen understanding.

Essential Questions Authors choice: Why does it matter? What makes a story a “great”story?

Suggested Learning Targets

I can classify point of view as:

- first person (narrator tells about her/himself; “I”),
- second person (narrator speaks directly to reader; “you”)
- third person (narrator tells about others; “he/she/it”),
- third person limited (narrator tells about others but knows the thoughts of one character),or
- third person omniscient (narrator tells the story about others and knows the thoughts of all characters). (K)

I can analyze how an author develops the narrator’s point of view by revealing thoughts, feelings, actions, and spoken words. (R)

Integration of Knowledge and Ideas

6RL7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats

Essential Questions In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets

I can explain the mental images that occur while reading (what I see and hear). (R)

I can compare (analyze the similarities) mental images created while reading and the images presented in a media version of the same text. (R)

I can contrast (analyze the differences) mental images created while reading and the images presented in a media version of the same text. (R)

Vocabulary

compare, contrast

6RL8. (Not applicable to literature)

CCR. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

6RL9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

CCR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats

Essential Questions In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets

I can explain the characteristics of different forms of text (e.g., stories, poems, dramas). (K)

I can explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction). (K)

I can compare (analyze the similarities) how two forms or genres of texts can communicate the same theme or topic. (R)

I can contrast (analyze the differences) how two forms or genres of texts can communicate the same theme or topic. (R)

Range of Reading and Level of Text Complexity

6RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR. Read and comprehend complex literary and informational texts independently and proficiently.

Enduring Understanding Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can closely read complex grade level texts. (S)

I can reread a text to find more information or clarify ideas. (S)

I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Vocabulary

reading strategy, comprehension

Reading Standards for Informational Text [RI]

Key Ideas and Details

6RI1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCR. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can define textual evidence (“word for word” support). (K)

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that...” (R)

I can read closely and find answers explicitly in text (right there answers) and answers that require and inference. (S)

I can analyze an author’s words and determine textual evidence needed to support both explicit and inferential questions. (R)

Vocabulary

textual evidence, analyze, inference, explicit

6RI2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCR. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can define central idea (main point in a piece of writing). (K)

I can analyze a text and determine how an author’s use of details conveys (makes known) the central idea (R)

I can define summary (a shortened version of the text that states its key points). (K)

I can compose a summary stating the key points of the text without adding my own opinions or feelings. (P)

6RI3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCR. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Enduring Understanding Effective readers use a variety of strategies to make sense of key ideas and details presented in text.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can distinguish which individuals(s), events(s), and/or idea(s) are key (must be included) for the text to be valid. (R)

I can explain how an author’s use of examples and/or anecdotes (short stories) informs the reader about individual(s), event(s) and/or idea(s). (R)

I can analyze how an author’s choice of details and anecdotes about individual(s), character(s), and/or event(s) impacts the text. (R)

Vocabulary

individual, event, idea, anecdote

Craft and Structure

6RI4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCR. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Essential Questions Author’s choice: Why does it matter? What makes a story a “great” story?

Suggested Learning Targets

I can define and identify various forms of figurative language (e.g., simile =, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)

I can distinguish between literal language (it means exactly what it says) and Figurative language (sometimes what you say is not exactly what you mean). (K)

I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). (K)

I can recognize words that have technical meaning and understand their purpose in a specific text (e.g., “stem” in an article about flowers versus “stem” in an article about cell research). (R)

I can analyze why authors choose words and phrases (tone) to create an overall feel (mood) for the reader. (R)

Vocabulary

figurative language, literal language, denotative meaning, connotative meaning, technical meaning, tone, mood.

6RI5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCR. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Essential Questions Author’s choice: Why does it matter? What makes a story a “great” story?

Suggested Learning Targets

I can locate textual evidence (“word for word” support) that supports the central idea of a text. (K)

I can analyze text and determine the author’s purpose for including a particular sentence, paragraph, chapter, or section. (R)

I can recognize how a particular sentence, paragraph, chapter, or section contributes to the overall text and its meaning. (R)

Vocabulary

textual evidence, central idea

6RI6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

CCR. Assess how point of view or purpose shapes the content and style of a text.

Enduring Understanding Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.

Essential Questions Author’s choice: Why does it matter? What makes a story a “great” story?

Suggested Learning Targets

I can define point of view as how the author feels about the situation/topic of a text. (K)

I can determine an author’s point of view (What do I know about the author’s opinions, values, and/or beliefs?) and explain his/her purpose for writing the text. (R)

I can analyze how an author develops the point of view by revealing thoughts, feelings, actions, and/or spoken words. (R)

Vocabulary

point of view, purpose

Integration of Knowledge and Ideas

6RI7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCR. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Questions In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets

I can recognize that authors use various formats when presenting information on a topic/issue. (K)

I can identify visual displays of information (e.g., graphs, pictures, diagrams, charts, media clips) in a text. (K)

I can integrate all informational formats presented by an author to develop a deeper understanding of the topic/issue. (S)

Vocabulary

media, format

6RI8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCR. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Questions In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets

I can identify the side of an argument an author presents in a text. (K)

I can determine the credibility of the author and his/her purpose (who wrote, when it was written, and why it was written). (R)

I can identify claims that are supported by fact(s) and those that are opinion(s). (K)

I can evaluate an argument using the evidence an author provides. (R)

Vocabulary

argument, credibility, claim, fact, opinion

6RI9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCR. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Enduring Understanding To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.

Essential Questions In what ways does creative choice impact an audience? Whose story is it, and why does it matter?

Suggested Learning Targets

I can recognize how authors can present information differently based on their point of view. (R)

I can explain the characteristics of different forms of text (e.g., memoirs, biographies, articles). (K)

I can compare (analyze the similarities) how two forms of texts can communicate the same topic(s)/event(s). (R)

I can contrast (analyze the differences) how two forms of texts can communicate the same topic(s)/event(s). (R)

Vocabulary

point of view, compare, contrast

Range of Reading and Level of Text Complexity

6RI10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCR. Read and comprehend complex literary and informational texts independently and proficiently.

Enduring Understanding Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.

Essential Questions What do good readers do? Am I clear about what I just read? How do I know?

Suggested Learning Targets

I can closely read complex grade level texts. (S)

I can reread a text to find more information or clarify ideas. (S)

I can use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S)

Vocabulary

Reading strategy, comprehension

Reading Standards for Literacy in History/ Social Studies [RH]

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

6RH1. Cite specific textual evidence to support analysis of primary and secondary sources.

6RH2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6RH3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

6RH4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6RH5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

6RH6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

6RH7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6RH8. Distinguish among fact, opinion, and reasoned judgment in a text.

6RH9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

6RH10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects [RST]

Key Ideas and Details

6RST1. Cite specific textual evidence to support analysis of science and technical texts.

6RST2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6RST3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

6RST4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

6RST5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6RST6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

6RST7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6RST8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

6RST9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

6RST10. By the end of grade 8, read and comprehend Science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards [W]

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Text Types and Purposes

6W1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

CCR. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Enduring Understanding Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the idea to the reader.

Essential Questions What do good writers do? What's my Purpose and how do I develop it?

Suggested Learning Targets

I can identify a topic that causes or has caused a debate in society. (K)

I can choose a side of the argument and identify reasons that support my choice. (R)

I can determine the credibility of a source (who wrote it, when it was written, and why it was written). (R)

I can support my argument with textual evidence ("word for word" support) found in credible sources. (R)

I can present my argument in a formal style that includes an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. (P)

Vocabulary

argument, claim, evidence, credible sources, transition, debate

6W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

CCR. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Enduring Understanding Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the idea to the reader.

Essential Questions What do good writers do? What's my Purpose and how do I develop it?

Suggested Learning Targets

I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience. (R)

I can define common organizational/formatting structures and determine the structure(s) that

will allow me to organize my information best. (R)

I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s). (S)

I can present my information in a formal style that includes an introduction, supporting details, transitions (to clarify when I move from one idea to another), and provide a concluding statement/section that supports the information presented. (P)

Vocabulary

organizational structure, formatting structure, transition

6W3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

CCR. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Enduring Understanding Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the idea to the reader.

Essential Questions What do good writers do? What's my Purpose and how do I develop it?

Suggested Learning Targets

I can define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). (K)

I can engage the reader by introducing the narrator (first, second, or third person), characters, setting (set the scene), and the event that starts the story in motion. (S)

I can use narrative techniques (dialogue, pacing, and description) to develop a story line where one event logically leads to another. (S)

I can use descriptive words and phrases that appeal to the senses and help my reader understand the experiences and events (create mind pictures). (S)

I can signal changes in time and place by using transition words, phrases, and clauses. (S)

I can write a conclusion that provides a sense of closure (ties up all loose ends and leaves the reader satisfied). (P)

Vocabulary

narrative, plot structure (exposition, rising action, climax, falling action, resolution), dialogue, transition, conclusion

Production and Distribution of Writing

6W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCR. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology

Essential Questions Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets

I can identify the writing style (argument, informative/explanatory, or narrative) that best fits my task, purpose, and audience. (K)

I can use organizational/formatting structures (graphic organizers) to develop my writing ideas. (S)

I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style. (P)

Vocabulary

writing style, task, purpose, audience

6W5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)

CCR. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology

Essential Questions Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets

I can use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists). (S)

I can recognize that a well-developed piece of writing requires more than one draft. (K)

I can apply revision strategies (e.g., reading aloud, checking for misunderstanding, adding and deleting details) with the help of others. (S)

I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. (S)

I can prepare multiple drafts using revisions and edits to develop and strengthen my writing. (P)

I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach. (R)

Vocabulary

revision strategy, edit

6W6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

CCR. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,

Enduring Understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology

Essential Questions Writing clearly: What makes a difference? Final product: What does it take?

Suggested Learning Targets

I can identify technology (e.g., Word, Publisher, PowerPoint) that will help me compose, edit, and publish my writing. (K)

I can choose credible websites on the internet that will help me compose, edit, and publish my writing. (R)

I can collaborate with peers, teachers and other experts through technology to enhance my writing. (S)

I can demonstrate proper keyboarding skills (type a minimum of three pages in a single sitting) to compose and prepare my writing for publication. (S)

Vocabulary

Publish, credible website

Research to Build and Present Knowledge

6W7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCR. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Enduring Understanding Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Essential Questions What do good researchers do? “Cut and Paste:” What’s the problem?

Suggested Learning Targets

I can define research and distinguish how research differs from other types of writing. (K)

I can focus my research around a central question that is provided or determine my own research worthy question (e.g., *How did Edgar Allan Poe’s life experiences influence his writing style?*).

(S)

I can choose several sources (e.g., biographies, non-fiction texts, online encyclopedia) and gather information to answer my research question. (R)

I can analyze the information found in my sources to determine if it provides enough support to answer my question. (R)

I can refocus my research when needed and adjust my question when necessary. (S)

Vocabulary

research, central question, source

6W8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCR. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Enduring Understanding Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Essential Questions What do good researchers do? “Cut and Paste:” What’s the problem?

Suggested Learning Targets

I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. (R)

I can gather information needed to support my research. (S)

I can define plagiarism (using someone else’s words/ideas as my own). (K)

I can determine when my research data or facts must be quoted (directly stated “word for word”) in my writing. (R)

I can avoid plagiarism by paraphrasing (putting in my own words) and/or summarizing my research findings. (S)

I can provide bibliographic information for sources that I paraphrased or quoted in my writing. (K)

Vocabulary

credibility, plagiarism, paraphrase, bibliographic information

6W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

CCR. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Enduring Understanding Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.

Essential Questions What do good researchers do? “Cut and Paste:” What’s the problem?

Suggested Learning Targets

I can define textual evidence (“word for word” support). (K)

I can determine textual evidence that supports my analysis, reflection, and/or research. (R)

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (P)

Vocabulary

textual evidence, analysis, reflection, research

Range of Writing

6W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCR. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Enduring Understanding Effective writers use a variety of formats to communicate ideas appropriate for the audience, task and time frame.

Essential Questions Why write? What do good writers do?

Suggested Learning Targets

I can recognize that different writing tasks (e.g., journal, reflection, research) require varied time frames to complete. (K)

I can determine a writing format/style to fit my task, purpose, and/or audience. (R)

I can write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/convey and experience). (P)

Vocabulary

writing format, writing style, task, purpose, audience

Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects [WHST]

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

6WHST1. Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6WHST2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

6WHST3. (See note; not applicable as a separate requirement) ^[*]

Production and Distribution of Writing

6WHST4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6WHST5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6WHST6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6WHST7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6WHST8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6WHST9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

6WHST10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[*] Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Speaking and Listening Standards [SL]

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

6SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCR. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understanding Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Essential questions What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets

I can review the required material(s) to be discussed and determine key points and/or central ideas. (R)

I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. (P)

I can define the rules and roles necessary for collaborative discussion. (K)

I can come prepared with key points and textual evidence to contribute to a discussion. (S)

I can participate in a discussion by posing questions, responding to questions, and elaborating on my own ideas and/or the ideas of others. (S)

I can review the key ideas presented in a discussion and paraphrase others' ideas to show my understanding of multiple perspectives. (R)

Vocabulary

collaborate, elaborate, paraphrase, perspective

6SL2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCR. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Enduring Understanding Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Essential questions What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets

I can identify the key ideas presented in a variety of media and formats (e.g., charts, graphs, tables, websites, speeches). (K)

I can explain how media and formats add meaning to a topic, text or issue. (R)

Vocabulary

media, format

6SL3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCR. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Enduring Understanding Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Essential questions What makes collaboration meaningful? Making meaning from a variety of sources: What will help?

Suggested Learning Targets

I can identify the side of an argument a speaker presents. (K)

I can determine the credibility of a speaker and his or her purpose. (R)

I can identify claims that are supported by fact and those that are opinions. (K)

I can evaluate a speaker’s argument using evidence he/she provides to support his/her claims. (R)

Vocabulary

argument, credibility claim, fact, opinion

Presentation of Knowledge and Ideas

6SL4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCR. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Enduring Understanding Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual display, technology, and the appropriate use of language.

Essential Questions What makes a presentation “great”? “What I say” versus “how I say it,” does it really matter?

Suggested Learning Targets

I can determine a logical sequence for presenting my claims and/or findings. (R)

I can support my claims and/or findings with pertinent descriptions, facts, and details that support the main idea or theme. (S)

I can present my information using appropriate eye contact, adequate volume, and clear pronunciation. (S)

Vocabulary

sequence, claim, findings, pertinent

6SL5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCR. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Enduring Understanding Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual display, technology, and the appropriate use of language.

Essential Questions What makes a presentation “great”? “What I say” versus “how I say it,” does it really matter?

Suggested Learning Targets

I can identify parts of my presentation that could use clarification. (K)

I can determine an appropriate media component or visual display to clarify my information. (R)

Vocabulary

clarification, media component, visual display

6SL6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCR. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understanding Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual display, technology, and the appropriate use of language.

Essential Questions What makes a presentation “great”? “What I say” versus “how I say it,” does it really matter?

Suggested Learning Targets

I can identify various reasons for speaking (e.g., informational, descriptive, formal, informal). (K)

I can determine speaking tasks that will require a formal structure. (R)

I can compose a formal speech that demonstrates a command of grade 6 Language standards. (P)

Vocabulary

formal, informal

Language Standards [L]

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades*

Conventions of Standard English

6L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., myself, ourselves).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCR. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Enduring Understanding Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Essential Questions Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets

I can define pronoun (a word that takes the place of one or more nouns). (K)

I can identify the antecedent of a pronoun (the word or group of words a pronoun replaces). (K)

I can identify intensive pronouns (a pronoun that ends in -self or -selves that emphasizes its antecedent) and use them correctly in my writing and speaking. (S)

I can determine when a pronoun and its antecedent do not match (the pronoun must match the word it replaces in number and person, e.g., student/his or her, students/their). (R)

I can identify and correct a vague (unclear/ambiguous) antecedent (The book was in the car, but now it's gone. What's gone, the book or the car?). (S)

I can identify and correct misuses of pronouns in my own and others' work. (S)

Vocabulary

pronoun, antecedent, ambiguous

6L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Spell correctly.

CCR Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Enduring Understanding Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.

Essential Questions Why do the rules of language matter? Communicating clearly: What does it take?

Suggested Learning Targets

I can determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence). (K)

I can define nonrestrictive elements (extra information that is added and does not affect the meaning of the sentence, e.g., Mrs. Jones, my teacher, assigned homework.) and restrictive elements (extra information that is added and does affect the meaning of the sentence, e.g., Mrs. Jones who had a heart attack left in an ambulance.) (K)

I can define parenthetical elements (interrupters, e.g., at any rate, in my opinion, nevertheless). (K)

I can enclose nonrestrictive and parenthetical elements with commas to separate these elements from the rest of the sentence. (R)

I can recognize that nonrestrictive elements and parenthetical elements can also be set apart from the sentence using parentheses and dashes (parentheses reduce the importance; dashes increase the importance). (K)

I can identify misspelled words and use resources to assist me in spelling correctly. (K)

Vocabulary

nonrestrictive elements, parenthetical elements, parentheses, dashes

Knowledge of Language

6L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/ listener interest, and style.
- b. Maintain consistency in style and tone.

CCR. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Enduring Understanding Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.

Essential Questions How does situation affect meaning? How does author's choice impact an audience?

Suggested Learning Targets

I can identify simple sentence structures (one independent clause), compound sentence structures (two or more independent clauses), and complex sentence structures (one independent clause and one or more subordinate clauses). (K)

I can determine an author's purpose for using varied sentence structures to create an individual style and specific tone. (R)

I can create a written or spoken piece that mimics the style of a specific author/speaker. (P)

I can vary sentence patterns in my own writing and speaking to create an individual style and specific tone that maintains consistency. (S)

Vocabulary

simple sentence structure, compound sentence structure, complex sentence structure, style, tone

Vocabulary Acquisition and Use

6L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCR. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Enduring Understanding Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Essential Questions When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets

I can infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms, restatements, examples found in surrounding text). (R)

I can recognize and define common Greek and Latin affixes and roots (units of meaning). (K)

I can break down unknown words into units of meaning to infer the definition of the unknown word. (R)

I can verify my inferred meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses). (K)

Vocabulary

infer, context clues, affix, root, reference material

6L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.

- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

CCR. Demonstrate understanding of word relationships and nuances in word meanings.

Enduring Understanding Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Essential Questions When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets

I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia). (K)

I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean.) (R)

I can recognize word relationships and use the relationships to further understand multiple words (e.g., lizard/amphibian). (S)

I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feeling). (K)

I can analyze how certain words and phrases that have similar denotations (definitions) can have very different connotations (feelings). (R)

Vocabulary

figurative language, literal language, word relationships, denotation, connotation

6L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCR. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Enduring Understanding Effective readers, writers, and listeners use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.

Essential Questions When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?

Suggested Learning Targets

I can recognize the difference between general academic words and phrases. (Tier Two words are subtle or precise ways to say relatively simple things, e.g., saunter instead of walk.) and domain-specific words and phrases (Tier Three words are specific to content knowledge, e.g., lava, legislature, carburetor.) (K)

MATHEMATICS [M]

In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Ratios and Proportional Relationships [6.RP]

Understand ratio concepts and use ratio reasoning to solve problems.

6MRP1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

6MRP2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹*

6MRP3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
- Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
- Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System [6.NS]

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6MNS1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*

6MNS3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

6MNS4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express $36 + 8$ as $4(9 + 2)$.*

^[1] Expectations for unit rates in this grade are limited

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

Compute fluently with multi-digit numbers and find common factors and multiples.

6MNS2. Fluently divide multi-digit numbers using the standard algorithm.

Apply and extend previous understandings of numbers to the system of rational numbers.

6MNS5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

6MNS6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

- Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
- Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
- Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

6MNS7. Understand ordering and absolute value of rational numbers.

- Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
- Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$.*
- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
- Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*

6MNS8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations [6.EE]

Apply and extend previous understandings of arithmetic to algebraic expressions.

6MEE1. Write and evaluate numerical expressions involving whole-number exponents.

6MEE2. Write, read, and evaluate expressions in which letters stand for numbers.

- Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.*
- Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
- Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*

6MEE3. Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*

6MEE4. Identify when two expressions are equivalent (i.e., when the two expressions name the same

number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Reason about and solve one-variable equations and inequalities.

6MEE5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

6MEE6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.

6MEE7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers.

6MEE8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

6MEE9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry [6.G]

Solve real-world and mathematical problems involving area, surface area, and volume.

6MG1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

6MG2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

6MG3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

6MG4. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*

Statistics and Probability [6.SP]

Develop understanding of statistical variability.

6MSP1. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6MSP2. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. Summarize and describe distributions.

6MSP3. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6MSP4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

6MSP5. Summarize numerical data sets in relation to their context, such as by:

- a. Reporting the number of observations.
- b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
- c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
- d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

^[1] Expectations for unit rates in this grade are limited