

I can read, understand  
and discuss the fiction  
stories I read.

RL

**RL.6.1**

**I can refer to the text to  
support my thoughts and  
draw inferences about a  
story.**

**RL.6.2**

**I can use details from the  
text to determine the  
theme or message of a  
story.**

## **RL.6.2**

**I can give a summary of the story without adding my opinions or judgments.**

## **RL.6.3**

**I can describe how the plot of a story or drama unfolds in a sequence of events.**

## **RL.6.3**

**I can describe how the characters in a story or drama change as a story moves towards its conclusion.**



**RL.6.4**

**I can figure out the deeper meanings of words and phrases as they are used in a story.**

**RL.6.4**

**I can think and talk about the effects that specific words have on the meaning or tone of a story.**

**RL.6.5**

**I can think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.**

## **RL.6.6**

**I can explain how an author develops the point of view of the narrator or speaker in a text.**

## **RL.6.7**

**I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version.**

## **RL.6.7**

**I can tell the difference between what I "see" and "hear" when reading a story or drama to what I notice when I listen or watch the same story.**



**RL.6.9**

**I can compare and contrast similar themes or topics in various fiction genres.**

**RL.6.10**

**I can read and understand stories, dramas and poems at my grade level and above (with help where needed).**

I can read, understand and discuss informational texts I read.

### **RI.6.1**

**I can refer to the text to support my thoughts and draw inferences about a piece of informational text.**

### **RI.6.2**

**I can use details from the text to determine the central idea of a piece of informational text.**

### **RI.6.2**

**I can give a summary of a piece of informational text without adding my opinions or judgments.**



**RI.6.3**

**I can think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.**

**RI.6.4**

**I can figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used.**

**RI.6.4**

**I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.**

### **RI.6.5**

**I can think about how various sections (sentences, chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.**

### **RI.6.6**

**I can figure out an author's point of view in a piece of informational text and explain how it is expressed in the text.**

### **RI.6.7**

**I can better understand a topic or issue by thinking about how it has been presented in different media or formats.**



### **RI.6.8**

**I can locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.**

### **RI.6.9**

**I can compare and contrast one author's presentation of events with that of another author's presentation of the same events.**

### **RI.6.10**

**I can read and understand literary nonfiction at my grade level and above (with help where needed).**

I can create different types of writing for different reasons.

W

### **W.6.1**

**I can write arguments and use clear reasons and relevant evidence to support my claims.**

#### W.6.1.A

I can introduce my argument and organize the reasons and evidence clearly.



W.6.1.B

I can support my claims with clear reasons and relevant evidence.

W.6.1.B

I can support my claims using appropriate sources and show that I understand the topic.

W.6.1.C

I can use wording that clearly explains the relationships between my claims and reasons.

W.6.1.D

I can establish and maintain a formal style in presenting my written arguments.

W.6.1.E

I can write a conclusion that follows from the arguments I presented.

**W.6.2**

**I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.**



W.6.2.A

I can use definitions, classifications, comparing & contrasting or cause & effect to help introduce a topic and organize ideas, concepts and information in my writing.

W.6.2.A

I can present information more clearly in my writing by using formatting such as headings, visuals and multimedia.

W.6.2.B

I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. phrases and clauses (e.g., in contrast, especially).

W.6.2.C

I can use appropriate transitions to present clear connections between my ideas and concepts.

W.6.2.D

I can use precise wording and specific vocabulary to teach others about a topic.

W.6.2.E

I can establish and maintain a formal style in presenting written information.



W.6.2.F

I can write a conclusion that follows from the information and explanations I presented.

**W.6.3**

**I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.**

W.6.3.A

I can provide an introduction in my stories that creates a background and presents a narrator and characters.

### W.6.3.A

I can organize my writing so that the sequence of events occurs naturally and logically.

### W.6.3.B

I can use different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.

### W.6.3.C

I can use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.



W.6.3.D

I can use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories.

W.6.3.E

I can write conclusions that make sense with the experiences and events I share in my stories.

I can improve my writing and publish it for others to read.

W

### **W.6.4**

**I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.**

### **W.6.5**

**I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.**

### **W.6.6**

**I can use different forms of technology to create and publish my writing.**



**W.6.6**

**I can use technology to interact and collaborate with others.**

**W.6.6**

**I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.**

I can use research to learn more about a topic and present it to others.

W

**W.6.7**

**I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.**

**W.6.8**

**I can determine if a source is credible when I gather new information from books or technology.**

**W.6.8**

**I can quote or paraphrase from print and digital sources without plagiarizing.**



## W.6.8

**I can provide basic bibliography information to recognize the sources I use in my research.**

## W.6.9

**I can gather evidence from fiction or informational text to support my investigation, thinking and research.**

## W.6.9.A

I can apply all that I have learned in 6th grade reading to writing literature.

W.6.9.B

I can apply all that I have learned in 6th grade reading to writing informational texts.

I can understand and collaborate with all kinds of people.

SL

**SL.6.1**

**I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues.**



## **SL.6.1**

**I can build on others' ideas  
and express my own ideas  
clearly.**

### SL.6.1.A

I can come to discussions  
prepared to share my ideas  
because I have read or studied  
the required material.

### SL.6.1.A

I can participate in discussions  
more effectively by using  
examples and evidence from the  
text to help me reflect on the  
ideas in the discussion.

SL.6.1.B

I can follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions with peers.

SL.6.1.C

I can ask and answer questions using appropriate explanations or details that add to the discussion of a topic, text or issue.

SL.6.1.D

I can think through the ideas in a discussion and show that I understand different perspectives by sharing my thoughts and restating what others have said.



**SL.6.2**

**I can think about information presented in different media or formats and explain how it contributes to a topic, text or issue.**

**SL.6.3**

**I can explain a speaker's arguments or claims and separate those that are supported by reasons and evidence from those that are not.**

I can share my ideas and knowledge.

SL

### **SL.6.4**

**I can present claims and findings in a logical order using relevant descriptions, facts and details to support the main idea.**

### **SL.6.4**

**I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.**

### **SL.6.5**

**I can include multimedia (e.g., graphics, images, music or sound) and other displays to help me clarify information in my presentations.**



**SL.6.6**

**I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.**

I can use proper English when I write and speak.

**L.6.1**

**I can show that I understand standard English in my speech and in my writing.**

L.6.1.A

I can make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives).

L.6.1.B

I can use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).

L.6.1.C

I can recognize and correct when pronouns shift inappropriately in number and person.



L.6.1.D

I can recognize and correct vague pronouns (those with unclear antecedents - the words they are referring to).

L.6.1.E

I can recognize writing or speaking (mine or others) that differs from standard English.

L.6.1.E

I can identify and use strategies to improve what is trying to be expressed in conventional language.

## **L.6.2**

**I can show that I know  
how to write sentences  
accurately.**

### L.6.2.A

I can use commas, parentheses  
and dashes to set off specific  
elements in my writing.

### L.6.2.B

I can spell correctly.



I can use what I know  
about language in  
different situations.

**L.6.3**  
**I can write, speak, read  
and listen by using my  
knowledge of the English  
language.**

L.6.3.A  
I can differ my sentences to help  
me clarify my meaning, to  
promote better interest from my  
readers/listeners and to show my  
own writing style.

L.6.3.B

I can show consistency in the style and tone of my writing.

I can figure out what words mean and use them in different situations.

**L.6.4**

**I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.**



L.6.4.A

I can use context clues to figure out what words or phrases mean.

L.6.4.B

I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

L.6.4.C

I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.

L.6.4.D

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.

**L.6.5**

**I can show that I understand the deeper meanings of words and phrases.**

L.6.5.A

I can use context clues to discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns or oxymorons).



### L.6.5.B

I can use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole, item/category).

### L.6.5.C

I can understand the slight differences between words with very similar definitions.

### L.6.6

**I can learn and use new vocabulary appropriate for 6th grade.**

**L.6.6**

**I can show new knowledge  
of vocabulary when I think  
about how words or phrases  
that are important to meaning  
or expression.**



I can understand ratios and can use that understanding to solve problems.

RP

### **6.RP.A.1**

**I can use what I know about ratios to describe the relationship between two quantities.**

### **6.RP.A.2**

**I can understand how to find a rate when given a specific ratio. (Ex: We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.)**

## **6.RP.A.3**

**I can use reasoning to solve word problems involving rate and ratios.**

### 6.RP.A.3.A

I can make tables of equivalent ratios, find missing values in the tables and use the tables to compare ratios.

### 6.RP.A.3.A

I can plot ratios on a coordinate plane.



### 6.RP.A.3.B

I can solve unit rate problems. (Ex: 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 the lawns being mowed?)

### 6.RP.A.3.C

I can find a percent of a quantity as a rate per 100. (Ex: 30% of a quantity means  $30/100$  times the quantity).

### 6.RP.A.3.C

I can solve problems involving finding the whole if I am given a part and the percent.

6.RP.A.3.D

I can use what I know about ratios to convert units of measurement.

6.RP.A.3.D

I can change units of measurement correctly when multiplying or dividing quantities.

I can apply what I have learned about multiplication and division to the division of fractions.

NS



**6.NS.A.1**  
**I can divide two fractions.**

**6.NS.A.1**  
**I can solve word problems involving the division of fractions by fractions.**

I can quickly and easily compute with large numbers and find common factors and multiples.

NS

## **6.NS.B.2**

**I can easily divide multi-digit numbers.**

## **6.NS.B.3**

**I can easily add, subtract, multiply and divide multi-digit numbers involving decimals.**

## **6.NS.B.4**

**I can find the greatest common factor of two whole numbers less than or equal to 100.**



## **6.NS.B.4**

**I can find the least common multiple of two whole numbers less than or equal to 12.**

## **6.NS.B.4**

**I can use the distributive property to show the sum of two whole numbers (1-100) in different ways. (Ex: show  $36 + 8$  as  $4(9+2)$ ).**

I can apply my understanding of numbers to rational numbers (any numbers that can be made by dividing one integer with another).

NF

### **6.NS.C.5**

**I can understand that positive and negative numbers are used to describe amounts having opposite values.**

### **6.NS.C.5**

**I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.**

### **6.NS.C.6**

**I can understand that a rational number is a point on a number line.**



## **6.NS.C.6**

**I can extend number line diagrams to show positive and negative numbers on the line.**

## **6.NS.C.6**

**I can extend coordinate axes to show positive and negative numbers in the plane.**

### **6.NS.C.6.A**

I can recognize opposite signs of numbers as showing places on opposite sides of 0 on the number line.

6.NS.C.6.A

I can recognize that the opposite of the opposite of a number is actually the number itself. (Ex:  $-(-3)=3$ )

6.NS.C.6.A

I can recognize that 0 is its own opposite.

6.NS.C.6.B

I can understand that the signs (- or +) of numbers in ordered pairs indicate locations in quadrants of the coordinate plane.



6.NS.C.6.B

I can recognize two ordered pairs with differing signs as reflections of each other across one or both axes.

6.NS.C.6.C

I can find and place integers and other rational numbers on a number line diagram.

6.NS.C.6.C

I can find and place ordered pairs on a coordinate plane.

**6.NS.C.7**

**I can order rational numbers.**

**6.NS.C.7**

**I can understand absolute value of rational numbers.**

**6.NS.C.7.A**

I can understand statements of inequality (ex:  $-3 > -7$ ) and explain their positions and distances apart on a number line.



### 6.NS.C.7.B

I can write, understand and explain how the order of rational numbers applies in real-world situations. (Ex:  $-3^{\circ}\text{C} > -7^{\circ}\text{C}$  to show that  $-3^{\circ}\text{C}$  is warmer than  $-7^{\circ}\text{C}$ )

### 6.NS.C.7.C

I can understand the absolute value of a number as its distance from 0 on the number line.

### 6.NS.C.7.C

I can understand absolute values as they apply to real-world situations. (Ex: for an account balance of -30 dollars, write  $(-30) = 30$  to describe the size of the debt in dollars.)

### 6.NS.C.7.D

I can tell the difference between comparisons of absolute value from statements of order. (Ex: An account balance less than -30 dollars is a debt greater than 30 dollars.)

### 6.NS.C.8

**I can graph points in all four quadrants of the coordinate plane to help me solve real-world and mathematical problems.**

### 6.NS.C.8

**I can use what I know about coordinates and absolute values to figure out the distance between points with the same first coordinate or the same second coordinate.**



I can apply my understanding of arithmetic to algebraic expressions (number sentences that contain unknowns).

EE

### **6.EE.A.1**

**I can write and figure out numerical expressions that have whole-number exponents.**

### **6.EE.A.2**

**I can write, read and figure out expressions in which letters stand for numbers.**

6.EE.A.2.A

I can write expressions with numbers and with letters standing for numbers.

6.EE.A.2.B

I can name the parts of an expression using mathematical words (sum, term, product, factor, quotient, coefficient.)

6.EE.A.2.B

I can look at one or more parts of an expression in different ways. (Ex:  $8 + 7$  can be seen as the addition sentence or as the number 15.)



6.EE.A.2.C

I can figure out different answers to expressions when given specific values for the variable.

6.EE.A.2.C

I can solve real-world math problems involving expressions that arise from formulas.

6.EE.A.2.C

I can solve math problems including those with exponents, in the usual order (when no parentheses are there to give a particular order).

### **6.EE.A.3**

**I can apply what I know about the properties of operations (associative, commutative and distributive) to create equivalent (or equal) expressions.**

### **6.EE.A.4**

**I can recognize when two expressions are equivalent.**

I can think about and solve one-variable equations and inequalities.

EE



### **6.EE.B.5**

**I can understand that solving an equation or inequality means that I find out which values can make the equation or inequality true.**

### **6.EE.B.5**

**I can try different numbers in place of a variable to figure out which makes the equation or inequality true.**

### **6.EE.B.6**

**I can use variables to represent numbers and write expressions to solve real-world problems.**

### **6.EE.B.6**

**I can understand that a variable can stand for an unknown number or any number in a given set of numbers.**

### **6.EE.B.7**

**I can solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  (where  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers).**

### **6.EE.B.8**

**I can write an inequality ( $x > c$  or  $x < c$ ) to stand for a limitation or condition in a real-world or mathematical problem that has infinitely many solutions.**



## **6.EE.B.8**

**I can show the answers to problems involving inequalities on number line diagrams.**

I can write and analyze numerical relationships between dependent and independent variables.

EE

## **6.EE.C.9**

**I can use variables that change in relationship to one another to represent two quantities in a real world problem.**

### **6.EE.C.9**

**I can write an equation to show one quantity (the dependent variable) in terms of the other quantity (the independent variable).**

### **6.EE.C.9**

**I can use graphs and tables to show the relationship between dependent and independent variables.**

I can solve real-world and mathematical problems involving area, surface area and volume.

G



### **6.G.A.1**

**I can put together and take apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons.**

### **6.G.A.1**

**I can apply what I know about taking apart and putting together shapes to find the area of objects or places in real world situations.**

### **6.G.A.2**

**I can use unit cubes to find the volume of any right rectangular prism.**

### **6.G.A.2**

**I can understand that the mathematical formula ( $V = l w h$  or  $V = b h$ ) will give me the same result as using unit cubes to figure out the volume.**

### **6.G.A.2**

**I can use the mathematical formulas  $V = l w h$  or  $V = b h$  to determine the volume of real world objects.**

### **6.G.A.3**

**I can draw polygons in the coordinate plane when I am given the coordinates for the vertices.**



### **6.G.A.3**

**I can use coordinates to find the length of a side of a polygon joining points with the same first coordinate or the same second coordinate.**

### **6.G.A.3**

**I can apply what I have learned about polygons on coordinate planes to real-world and mathematical situations.**

### **6.G.A.4**

**I can represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles.**

## **6.G.A.4**

**I can apply my skills involving finding surface area with nets in real-world and mathematical problems.**

I can develop an understanding of the variables involved in statistics.

SP

## **6.SP.A.1**

**I can recognize a statistical question as one that expects variability in the data related to the question.**



### **6.SP.A.2**

**I can understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread and overall shape when plotted on a graph.**

### **6.SP.A.3**

**I can understand that a set of numerical data has a measure of center (median and/or mean) that summarizes all of its values with a single number.**

I can summarize and describe distributions.

### **6.SP.B.4**

**I can understand that a distribution of a variable is the description of the relative number of times each possible outcome will occur.**

### **6.SP.B.4**

**I can show numerical data in plots on a number line (including dot plots, histograms and box plots).**

### **6.SP.B.5**

**I can summarize sets of numerical data in relation to their circumstances.**



6.SP.B.5.A

I can summarize data by stating the number of observations.

6.SP.B.5.B

I can summarize data by describing the characteristics of what is being investigated, including how it was measured.

6.SP.B.5.C

I can summarize data by giving numerical measures of center and variability.

### 6.SP.B.5.C

I can summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern.

### 6.SP.B.5.D

I can summarize data by explaining how the distribution of the data on a graph relates to the choice of measures of center and variability.



