

6th Grade ESSENTIALS

<p>READING Answer questions with evidence (CCSSR1) Summarize and Synthesize (CCSSR2) Analyze character development (CCSSR3) Analyze text structure (CCSSR5) Analyze author's purpose (CCSSR6)) Relate ideas and information from different sources (CCSSR7)</p>	<ul style="list-style-type: none"> ○ Compare/contrast; ○ Infer relationships; ○ Analyze relationships; ○ Combine information from different sources ○ Synthesize and identify main idea ○ Analyze author's choice of words; ○ analyze author's techniques and purpose ○ Identify/compare a theme ○ Identify/answer analytic, inferential, and evaluative questions. ○ Extended response
<p>GENRES</p>	<ul style="list-style-type: none"> ○ <i>Fiction: stories, folk tales, and fantasies, tall tales</i> ○ <i>Poems, songs, paintings, drama</i> ○ <i>Non-Fiction; articles, biographies, science, social studies</i>
<p>WORD KNOWLEDGE Use/Expand academic vocabulary in reading and writing: math, science, social studies</p>	<ul style="list-style-type: none"> ○ Root word ○ Prefix and Suffix ○ Compound word ○ Dictionary, Thesaurus ○ Multiple meaning words ○ Synonym; Antonym ○ Parts of speech ○ Imagery
<p>WRITING</p>	<ul style="list-style-type: none"> ○ Explanatory, narrative and persuasive/opinion/argument essay ○ biography ○ poem ○ use adjectives, adverbs, clauses to communicate clearly
<p>SCIENCE Explain concepts with examples</p>	<ul style="list-style-type: none"> ○ Scientific method ○ Data interpretation ○ Core science knowledge
<p>SOCIAL STUDIES Explain ideas with examples</p>	<ul style="list-style-type: none"> ○ World geography, cultures, history—major patterns ○ Map interpretation: themes and relationships
<p>MATH CCSS Practice Standards: Analyze problem and solve with persistence Think quantitatively and abstractly</p>	<ul style="list-style-type: none"> ○ Order of operations ○ Solve problems using data ○ probability ○ Solve multi-step problems involving addition, subtraction, multiplication, division ○ Numbers, currency, fractions, decimals and percents ○ Algebraic equations and concepts
<p>LEARNING SKILLS</p>	<ul style="list-style-type: none"> ○ Follow directions ○ Work with others ○ Learning reports ○ Use graphic organizers ○ Make exhibits and presentations ○ Take notes; summarize notes

CPS Mathematics Targets—SIXTH GRADE

By the end of Grade 6, students will:

Number Sense

- Model, represent, interpret, and compare equivalent representations of numbers
- Solve problems involving characteristics and properties of number relationships and number systems and justify a mathematical concept or relationship
- Apply rules and properties of arithmetic and perform operations with numbers in problem-solving situations using estimation to approximate results
- Use proportional reasoning in solving problems

Measurement

- Use *Measurement* units and *Measurement* tools appropriately
- Solve problems involving measurable attributes

Algebra

- Represent and solve mathematical situations with expressions, equations, and inequalities
- Represent and solve mathematical situations with expressions, equations, and inequalities

Geometry

- Identify, describe, and solve problems involving the characteristics and properties of 2-dimensional and 3-dimensional figures
- Identify, describe, and predict results of transformations of objects in the plane and on a coordinate system
- Recognize and determine attributes of, and relationships between, geometric figures

Data Analysis and Probability

- Create, compare, and analyze data in a variety of representations
- Solve problems, make predictions, and use probability in problem solving situations

ISAT PRIORITIES: REPRESENTATIVE MATH CONTENT 6th GRADE

This chart lists terms from the Illinois Learning Standards and the ISAT sample. See the Common Core standards for national priorities.

<p>Operations/Problem Solving calculate determine divisible estimate factors formula greatest common factor inequality number line operation probability sign ordered pairs unit value order of operations square number</p>	<p>Fractions, Decimals, Percentages denominator fraction greater than > improper fraction less than < mixed number numerator ratio simplify simplest form decimal decimal point equivalent equivalent fraction bar per percent proportion</p>	<p>ALGEBRA associative property linear equation variable unknown equation balance exponent value expression equivalent table of values inequality represent</p>																		
<p>Analyzing Graphs and Data average bar graph, circle graph coordinate data intersect, intersecting lines line graph pattern pie graph stem and leaf plot table, tally, tally chart line plot median range mode probability</p>	<p>Geometry area conversion cube line segment rectangular pyramid scale square prism three dimensional triangular prism two-dimensional vertex vertices</p>	<p>Measurement</p> <table border="1" data-bbox="971 1077 1425 1455"> <tr><td>exactly</td><td>gram</td></tr> <tr><td>height</td><td>kilometer</td></tr> <tr><td>gallon</td><td>measure</td></tr> <tr><td>kilogram</td><td>mile</td></tr> <tr><td>mass</td><td>ounce</td></tr> <tr><td>perimeter</td><td>scale</td></tr> <tr><td>non-standard unit</td><td>liter</td></tr> <tr><td>miles per hour</td><td>degrees, Celsius, Fahrenheit</td></tr> <tr><td>Measurement system</td><td></td></tr> </table>	exactly	gram	height	kilometer	gallon	measure	kilogram	mile	mass	ounce	perimeter	scale	non-standard unit	liter	miles per hour	degrees, Celsius, Fahrenheit	Measurement system	
exactly	gram																			
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Measurement system																				

CPS Science Targets—SIXTH GRADE

By the end of Grade 6, students will:

Scientific Inquiry and Technological Design

- Formulate a hypothesis that can be tested by collecting data
- Design and conduct scientific experiments that control all but one variable
- Construct and use conceptual models
- Draw conclusions based on **evidence** gathered
- Explain the existence of unexpected results in a data set
- Interpret and represent the results to produce findings
- Report the results of the investigation or design and defend the process used

Interaction of Living Things with Each Other and the Environment

- Describe how fossils are used to determine patterns of evolution

Force and Motion

- Explain the **effect** of gravitational forces on our weight and on the solar system

Earth and Its Resources

- Identify the components of the different earth systems (e.g., land, water, atmosphere, biosphere) and explain and **compare** the resources from these systems
- Identify and explain **factors** that affect soil structure and make-up
- Examine physical and chemical properties of minerals
- Explain meteorological phenomena, including weather, climate, and atmospheric properties
- Analyze large-scale dynamic forces, events, and processes that affect Earth's water/atmospheric systems and populations
- Identify and explain the factors that have **caused** changes in the Earth's structure

Composition and Structure of the Universe

- Explain the physical organization of the Earth, moon, and sun
- Analyze and describe the organization and physical characteristics of the solar systems
- Describe features of the universe

Practices of Science

- Demonstrate appropriate principles of safety within and beyond the classroom
- Incorporate scientific habits of mind to investigations
- Analyze and evaluate scientific studies

Science, Technology, and Society

- Incorporate scientific technologies when conducting research
- Describe the interactions of technology in science and society

Core Reading Standards for Sixth Grade

READING LITERATURE	READING INFORMATIONAL TEXT/NOFICTION
KEY IDEAS AND DETAILS	KEY IDEAS AND DETAILS
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. 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.	2. 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.
3. 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.	3. Analyze in detail how a key individual, event , or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CRAFT AND STRUCTURE	CRAFT AND STRUCTURE
4. 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 .	4. Determine the meaning of words and phrases as they are used in a text, including figurative , connotative , and technical meanings.
5. 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 .	5. 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 .
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
INTEGRATION OF KNOWLEDGE AND IDEAS	INTEGRATION OF KNOWLEDGE AND IDEAS
7. 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.	7. 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.
8. (Not applicable to literature)	8. 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.
9. 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 .	9. 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).
RANGE AND LEVEL OF TEXT COMPLEXITY	RANGE AND LEVEL OF TEXT COMPLEXITY
10. 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.	10. 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.

CPS Reading Targets—SIXTH GRADE

By the end of Grade 6, students will:

Comprehension

- Infer meaning to determine main idea and/or themes of a text by referring to the text
- Analyze and discuss how a central idea, events, and individuals develop and interact over the course of a text
- Demonstrate understanding of author's point of view to help comprehend text and determine author's purpose
- Compare and contrast one author's point of view on events with that of another (e.g., a biography and a memoir written by the subject of the biography: *Biography – Anne Frank: The Book, The Life, The Afterlife* by Francine Prose / *Memoir – The Diary of a Young Girl* by Anne Frank)
- Identify and describe internal and external conflict in text
- Identify the literal and figurative meanings of words and phrases in grade-appropriate text and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts
- Synthesize and discuss the similarities and differences between two or more texts on the same topic

Literary Elements

- Describe how a story's plot unfolds (e.g., in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution
- Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text
- Identify and describe key literary elements (e.g., perspective, plot, characterization, dialogue, theme, figurative language)
- Recognize and interpret poetry that includes elements of poetic style (e.g., repetition, omission, dialogue, line organization/patterns)
- Identify elements of author's craft (e.g., tone, irony, sarcasm, emotional appeal, logical arguments)

Informational Text

- Distinguish among fact, opinion, and reasoned judgment presented in a text
- Recognize and use knowledge of text organization (e.g., sequence, including chronology and enumeration; description; cause and effect; comparison and contrast; problem and solution) to support comprehension
- Identify and use text features (e.g., italics, photographs, illustrations, captions, labels, legends, charts, tables, sidebars, graphs, maps, and timelines) to establish purpose for reading and support comprehension

Fluency

- Read and comprehend informational and narrative texts fluently and accurately
- Recognize errors during reading that interfere with the meaning, use self-correcting strategies, and adjust reading rate

Vocabulary

- Determine word meanings using structural analysis (e.g., roots, affixes, derivations) r context, whether stated directly or inferred, through use of definition, restatement, xample, and compare and contrast
- Use grade-appropriate academic vocabulary (e.g., science, math, social science, technology) and English language arts-specific words and phrases (e.g., poetry, literature) taught directly and gained through reading and responding to text

Speaking and Listening

- Initiate and engage actively in group discussion on grade 6 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Cooperating with classmates to set clear goals, deadlines, and establish roles
 - Explaining own ideas, thoughts, and understanding clearly, and in a sequential order
- Prepare for discussions by having read or studied material, and explicitly draw on the material to explore ideas for discussions
- Present information using appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech for appropriate audience, context, and task

Core Writing Standards for Sixth Grade

TEXT TYPES AND PURPOSES

1. Write arguments to support claims with clear reasons and relevant evidence.
 - Introduce claim(s) and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - 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.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.

PRODUCTION AND DISTRIBUTION OF WRITING

4. 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.)
5. 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.
6. 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.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
8. 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.
9. 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”).

RANGE OF WRITING

10. 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.

CPS Writing Targets—SIXTH GRADE

By the end of Grade 6, students will:

Process

- Engage in the writing process to develop good writing habits
- Use the writing process for a variety of purposes (e.g., narrative, expository and persuasive) and audiences
- Read and discuss work of published authors; study what they do as writers, and imitate what they noticed, in an effort to strengthen writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present compositions and multimedia works

Inquiry and Research

- Generate questions of interest around issues gained from experiences (e.g., field trips, news, discussions, text, and/or digital media) as sources of information
- Gather relevant information from multiple sources and assess the credibility and accuracy of sources
- Write explanatory texts on chosen topics utilizing relevant facts
- Quote, paraphrase, and cite the source of their research
- Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, maps, artifacts, multimedia)
- Present information in appropriate format that was gathered by either inquiry or research (e.g., interviews, surveys, software, presentations)

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences, and time constraints
- Use appropriate language, detail, and format for a specified audience
- Use the characteristics of a well-developed narrative, expository, and persuasive piece
- Compose a multi-paragraph piece that presents one position of an issue with sufficient support

Organization, Coherence, and Quality

- Elaborate ideas through facts, evidence, details, descriptions, reasons, and narration
- Use strong verbs, adjectives, adverbs, and prepositional phrases to enrich written language
- Organize a coherent structure appropriate to audience and context using paragraphs, while writing narrative, expository, and persuasive pieces
- Compose topic sentences while establishing and maintaining focus throughout a paragraph or writing piece
- Use transition words to connect ideas within and across paragraphs

Conventions

- Edit own work for grammar, punctuation, conventional spelling, and revise accordingly
- Demonstrate appropriate use of various parts of speech
- Write paragraphs that include a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative)
- Develop multi-paragraph compositions that include introduction, first- and second-level support, and a conclusion