

**6th Grade “I Can” Statements**  
*(skills learned during the 6th grade year)*

**MATH**

<b>I can understand ratios and can use that understanding to solve problems</b>	
	I can compare quantities using what I know about ratios.
	I can use a ratio to determine a rate.
	I can use reasoning to solve word problems involving rates and ratios.
	I can make tables of equivalent ratios, fill in missing ratios, and use the tables to compare ratios.
	I can plot ratios on a coordinate plane.
	I can solve unit rate problems.
	I can find a percentage of a quantity as a rate per 100.
	I can solve problems involving finding the whole if I am given a part and the percent of the whole.
	I can use what I know about ratios to convert units of measurement.
	I can change the units of measurement correctly when multiplying or dividing quantities.
<b>I can apply what I have learned about multiplication and division to the division of fractions.</b>	
	I can divide two fractions.
	I can solve word problems involving division of one fraction by another.
<b>I can quickly and easily compute with large numbers and find common factors and multiples.</b>	
	I can easily divide multi digit numbers.
	I can easily add, subtract, multiply and divide multi digit numbers involving decimals.
	I can find the greatest common factor of two whole numbers less than or equal to 100.
	I can find the least common multiple of two whole numbers less than or equal to 12.
	I can use the distributive property to show the sum of two whole numbers in different ways.
<b>I can apply my understanding of numbers to rational numbers.</b>	
	I can describe positive and negative numbers as those having opposite values.
	I can use positive and negative numbers in real world situations and recognize what 0 means in those instances.
	I can describe rational numbers as a number that falls on a number line.
	I can extend a number line diagram to show positive and negative numbers.
	I can extend coordinate axis to show positive and negative numbers on the plane.
	I can show that numbers with opposite signs are on opposite sides of the 0 on a number line.
	I can show that the opposite of the opposite of a number is actually the number itself.

	I can show that 0 is its own opposite.
	I can understand that the positive and negative signs on a coordinate plane indicate the quadrant the ordered pair will fall in.
	I can recognize two ordered pairs with opposite signs will mirror across an axis on the coordinate plane.
	I can find and place integers and other rational numbers on a number line.
	I can find and place ordered pairs on a coordinate grid.
	I can put rational numbers in order.
	I can understand the absolute value of rational numbers.
	I can understand statements of inequality and explain their position and distances apart on a number line.
	I can write understand and explain how the order of rational numbers applies in real world situations.
	I can understand the absolute value of a number as its distance from 0 on the number line.
	I can understand absolute values as they apply to real world situations.
	I can tell the difference between comparisons of absolute value from statements of order.
	I can graph points in all four quadrants of the coordinate plane to help me solve real world problems.
	I can use what I know about coordinates and absolute value to figure out the distance between points with the same first coordinate or the same second coordinate.
<b>I Can Apply My Understanding of Arithmetic to Algebraic Expressions.</b>	
	I can write and figure out numerical expressions that have whole number exponents.
	I can read, write and figure out expressions in which letters stand for numbers.
	I can write expressions with numbers and with letters standing for numbers.
	I can name the parts of an expression using mathematical words.
	I can look at one or more parts of an expression in different ways.
	I can figure out different answers to expressions when given specific values for the variable.
	I can solve real world math problems involving expressions that arise from formulas.
	I can solve math problems including those with exponents, in the usual order.
	I can apply what I know about the properties of operations to create equivalent expressions.
	I can recognize when two expressions are equivalent.
<b>I Can Think About and Solve One Variable Equations and Inequalities.</b>	
	I can understand that solving an equation or inequality means that I find out which values can make the equation or inequality true.
	I can try different numbers in place of a variable to figure out which makes the equation or inequality true.
	I can try different numbers in place of a variable to figure out which makes the equation or inequality true.

	I can understand that a variable can stand for an unknown number or any number in a given set of numbers.
	I can solve real world and mathematical problems by writing and solving equations of the form $x+p=q$ and $px=q$ .
	I can write an inequality to stand for a limitation or condition in a real world or mathematical problem that has infinitely many solutions.
	I can show the answers to problems involving inequalities on number line diagrams.
<b>I Can Write and Analyze Numerical Relationships Between Dependent and Independent Variables.</b>	
	I can use variables that change in relationship to one another to represent two quantities in a real world problem.
	I can write an equation to show one quantity in terms of the other quantity.
	I can use graphs and tables to show the relationship between dependent and independent variables.
<b>I Can Use Geometry to Help Me Understand Math.</b>	
	I can use what I know about taking apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons.
	I can use what I know about taking apart and putting together shapes to find the areas of objects or places in real world situations.
	I can use unit cubes to find the volume of any right rectangular prism.
	I can understand that the mathematical formula will give me the same result as using unit cubes to figure out the volume.
	I can use the mathematical formulas $V=lwh$ or $V=bh$ to determine the volume of real world objects.
	I can draw polygons in the coordinate plane when I am given the coordinates for the vertices.
	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.
	I can apply what I have learned about polygons on coordinate planes to real world and mathematical situations.
	I can represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles.
	I can apply my skills involving finding surface area with nets in real world and mathematical problems.
	I can divide a fraction by a whole number (not 0) correctly.
	I can divide a whole number by a fraction correctly.
	I can use what I know about division problems involving fractions to solve real world problems.
<b>I Can Develop An Understanding of the Variables Involved In Statistics.</b>	
	I can recognize a statistical question as one that expects variability in the data related to the question.
	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.
	I can understand that a set of numerical data has a measure of center that summarizes all of its values with a single number.
<b>I Can Summarize and Describe Distributions.</b>	
	I can understand that a distribution of a variable is the description of the relative number of times each possible outcome will occur.

	I can show numerical data in plots on a number line.
	I can summarize sets of numerical data in relation to their circumstances.
	I can summarize data by stating the number of observations.
	I can summarize data by describing the characteristics of what is being investigated, including how it was measured.
	I can summarize data by giving numerical measures of center and variability.
	I can summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern.
	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.

## LANGUAGE ARTS

### I can read fiction.

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

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

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

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

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

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

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

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

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.

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

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.

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.

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

I can read and understand stories, dramas and poems at my grade level and above.

### I Can Read Nonfiction.

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

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

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

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

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

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

I can think and talk about how specific parts fit into a piece of informational text and add to the meaning and ideas in the text.

I can think about how various sections of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.

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.

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

	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.
	I can compare and contrast one author's presentation of events with that of another author's presentation of the same events.
	I can read and understand literary nonfiction at my grade level and above.
<b>I Can Write.</b>	
<b>I can write different types of writing for different reasons.</b>	
	I can write arguments and use clear reasons and relevant evidence to support my claims.
	I can introduce my argument and organize the reasons and evidence clearly.
	I can support my claims with clear reasons and relevant evidence.
	I can support my claims using appropriate sources and show that I understand the topic.
	I can use wording that clearly explains the relationship between my claims and reasons.
	I can establish and maintain a formal style in presenting my written arguments.
	I can write a conclusion that follows from the arguments I presented.
	I can write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
	I can use definitions, classifications, comparing and contrasting, or cause and effect to help introduce a topic and organize ideas, concepts and information in my writing.
	I can present information more clearly in my writing by using formatting such as headings, visuals and multimedia.
	I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples, phrases and clauses.
	I can use appropriate transitions to present clear connections between my ideas and concepts.
	I can use precise wording and specific vocabulary to teach others about a topic.
	I can establish and maintain a formal style in presenting written information.
	I can write a conclusion that follows from the information and explanations I presented.
	I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
	I can provide an introduction in my stories that creates a background and presents a narrator and characters.
	I can organize my writing so that the sequence of events occurs naturally and logically.
	I can use different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.
	I can use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.
	I can use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories.
	I can write conclusions that make sense with experiences and events I share in my stories.

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

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

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

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

I can use technology to interact and collaborate with others.

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.**

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

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

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

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

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

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

**I Can Share and Listen.****I can understand and collaborate with all kinds of people.**

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

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

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

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.

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

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

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.

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

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.**

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

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

	I can include multimedia and other displays to help me clarify information in my presentations.
	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.
<b>I Can Use Proper English.</b>	
<b>I can use proper English when I write and speak.</b>	
	I can show that I understand standard English in my speech and in my writing.
	I can make sure that pronouns are used correctly in sentences.
	I can use intensive pronouns correctly.
	I can recognize and correct when pronouns shift inappropriately in number and person.
	I can recognize and correct vague pronouns.
	I can recognize writing or speaking that differs from standard English.
	I can identify and use strategies to improve what is trying to be expressed in conventional language.
	I can show that I know how to write sentences accurately.
	I can use commas, parentheses and dashes to set off specific elements in my writing.
	I can spell correctly.
<b>I can use what I know about language in different situations.</b>	
	I can write, speak, read and listen by using my knowledge of the English language.
	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.
	I can show consistency in the style and tone of my writing.
<b>I can figure out what words mean and use them in different situations.</b>	
	I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
	I can use context clues to figure out what words or phrases mean.
	I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
	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.
	I can make a guess about a word or phrase's meaning and then check my understanding using reference materials.
	I can show that I understand the deeper meanings of words and phrases.
	I can use context clues to discover the meaning of figurative language.
	I can use the relationships between words to help me better understand each of the individual words.



	I can understand the slight differences between words with very similar definitions.
	I can learn and use new vocabulary appropriate for 6th grade.
	I can show new knowledge of vocabulary when I think about how words or phrases are important to meaning or expression.