

ACHIEVEMENT LEVELS

A = AT OR ABOVE - No assistance is needed, student independently demonstrates understanding.

Trimester 1 & 2: Student is expected to meet the standards if the present level of excellent & independent performance continues.

Trimester 3: Student consistently demonstrates excellent achievement of the standards. Student shows an in-depth knowledge of the concepts and skills included in the Common Core State Standards. Student makes insightful connection to other ideas and concepts. Student grasps, applies and extends the key concepts and skills.

M = MINIMAL ASSISTANCE IS NEEDED

Trimester 1 & 2: Student is expected to meet the standards if the present level of acceptable & minimally assisted performance continues.

Trimester 3: Student demonstrates acceptable achievement of the standards. Student shows a solid knowledge of the concepts and skills included in the Common Core State Standards. Student uses appropriate strategies to solve problems. Student grasps and applies key concepts and skills.

P = PROGRESSING: NEEDS ASSISTANCE

Trimester 1 & 2: Student is expected to meet the standards if the present level of performance consistently improves.

Trimester 3: Student demonstrates minimal achievement of the standards. Student shows partial understanding of the concepts and skills included in the Common Core State Standards. Student is beginning to demonstrate, grasp and apply an understanding of the concepts and skills.

N = NEEDS IMPROVEMENT

Trimester 1 & 2: Student is NOT expected to meet the standards unless the level of performance dramatically improves.

Trimester 3: Student demonstrates an extremely limited or unacceptable achievement of the standards. Student needs additional learning opportunities to achieve an increased understanding of the concepts and skills. Student has difficulty grasping, applying key concepts and skills.

X = NOT YET COVERED

WORK HABITS

C = CONSISTENTLY

MT = MOST OF THE TIME

S = SOMETIMES

R = RARELY

ENGLISH LANGUAGE ARTS

COMMON CORE STATE STANDARDS

Reading

In all subjects (language arts, history, science, math, etc.), students independently read and comprehend increasingly challenging fiction and nonfiction texts appropriate for the grade level. They cite text evidence to support their analysis of what the text says. They summarize texts, including identifying central ideas and themes and explaining how those ideas and themes are conveyed by the details of the texts.

Reading Literature Standards:

- They discuss stories, dramas, and poems in terms of both the content and the structure of the writing, including how the drama unfolds, how characters respond, and how the author develops the narrator's or speaker's point of view.
- They compare and contrast the experiences of reading a story or poem to listening to or viewing a visual or audio version of the same text. They compare and contrast texts in different forms (e.g., a story and a poem) that focus on similar themes or topics (e.g., loneliness, bravery).

Reading Informational Text Standards:

- They discuss nonfiction articles and texts and textbooks in terms of both the content and the structure of the writing, including how the individuals, events, or ideas are introduced, illustrated, and explained in the text, as well as determine the author's point of view, argument, or claim and explain how it is expressed in the text.
- They compare and contrast how two different authors present the same event or series of events.
- They integrate information from both texts and other formats (including, video, audio, and graphics) to develop a broad understanding of a topic.

Writing

- They produce writing appropriate to the task and their purpose for writing (e.g., to explain, to tell a story, to respond), and they plan, try different approaches, revise, and edit with guidance.
- They work on short research projects that use several sources to learn about a topic.
- They gather information from textbooks, texts, and websites; take notes; organize the information; quote, paraphrase, and cite facts; and write written responses using the information gathered.
- They collaborate with others about writing and can write a minimum of 750 words in a sitting (the equivalent of 3 typed pages).

Writing Standards:

- Students write arguments and support their claims with reasons and evidence from credible sources that demonstrate an understanding of the topic. They introduce their topic and claims, use transitions (e.g., therefore, in spite of), maintain a formal style, and provide a conclusion.

- They write informative and explanatory texts. They introduce and develop the topic using relevant facts, definitions, details, and illustrations/charts; follow a specific organizational structure (e.g., compare and contrast); use transitions (e.g., in contrast, especially) to connect and clarify the relationships between ideas; use precise vocabulary; and provide a conclusion.
- They respond to questions about reading and content in writing.
- They write narratives that describe real or imagined experiences. They organize and describe a logical event sequence; use effective dialogue and descriptions of the events and characters' actions and responses; use a variety of transition words (e.g., after, later, suddenly) that signal sequence and shifts; use precise words and relevant descriptive details; and include a conclusion that follows logically from the narrated events.

Speaking and Listening Standards:

- Students prepare for, and participate in, discussions about texts and topics, in which they make statements, pose and respond to questions, clarify what was heard, elaborate on ideas, and respond to the comments of others.
- They interpret information heard in read aloud or other formats and identify reasons/evidence the speaker or other media source gives to support points as well as identifying the speaker's argument.
- They present knowledge and ideas (e.g., narrative, argument, and/or informative presentations). They use appropriate transitions (e.g., therefore), choose between formal and informal English, and speak at an appropriate pace and volume.

Language

Sixth grade students produce a variety of sentence structures that are meaningful and interesting for readers while maintaining the consistency and tone of the writing or speaking.

Grammar: Students identify and learn to form and correctly use pronouns.

Punctuation & Capitalization: Students are expected to use correct capitalization and punctuation.

Spelling: Students use what they know about words to spell correctly.

Vocabulary: Students learn new words across the day in all subjects and are expected to use those new words when talking with others and when writing. This includes using context clues and knowledge of Greek and Latin roots (e.g., audience, audible) to determine word meanings; understanding figurative language and figures of speech (e.g., *personification*), and using reference materials to verify meanings (e.g., thesaurus, dictionary).

MATHEMATICS

COMMON CORE STATE STANDARDS

Students learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols, such as $20 + x = 35$ —and apply these skills in solving multi-step word problems. Mathematical work at this grade includes:

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of eggs to cartons is 12 to 1, because for every 12 eggs there is one carton)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents (such as $15 + 3^2$)
- Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that $2(3 + x)$ is the same as $6 + 2x$
- Understanding that solving an equation such as $2 + x = 12$ means answering the question, "What number does x have to be to make this statement true?"
- Representing and analyzing the relationships between independent and dependent variables
- Solving problems involving area and volume

SCIENCE

- Earth's Ecosystems
- Earth's Land and Water
- Heat Energy
- Energy in the Earth System
- Earth's Structure

HISTORY/SOCIAL SCIENCE

- World History and Geography: Ancient Civilizations

