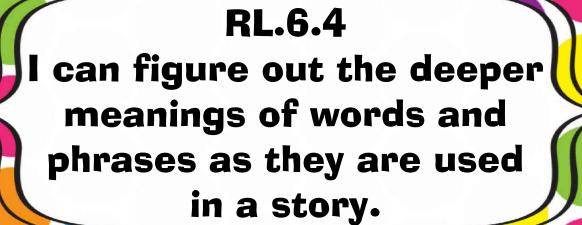


RL.6.3
I can describe how the plot of a story or drama unfolds in a sequence of events.

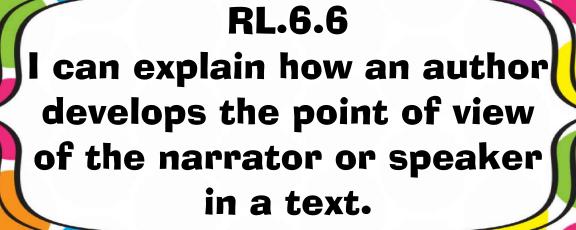
RL.6.3
I can describe how the characters in a story or drama change as a story moves towards its conclusion.



RL.6.4
I can think and talk about the effects that specific words have on the meaning or tone of a story.

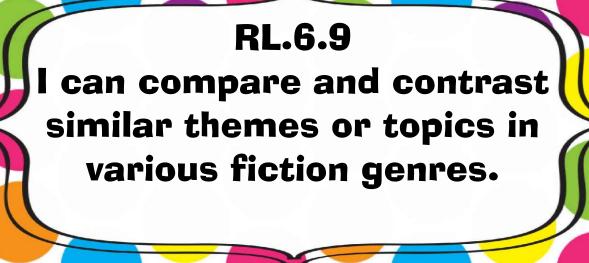
**RL.6.5** 

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.



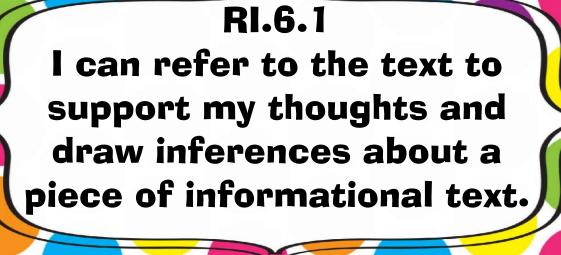
RL.6.7
I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version.

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.6.10
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.6.2
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.



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.



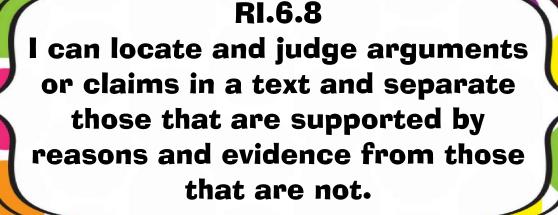
I can think about how various sections (sentences, chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.

### **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.



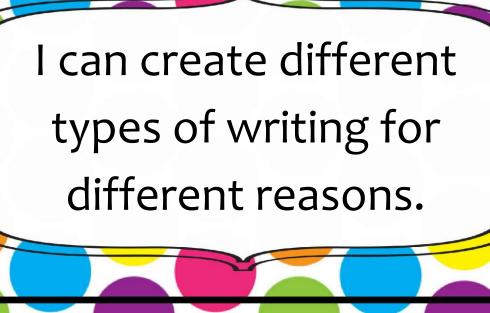
## I can compare and contrast one author's presentation of

events with that of another author's presentation of the same events.

**RI.6.9** 

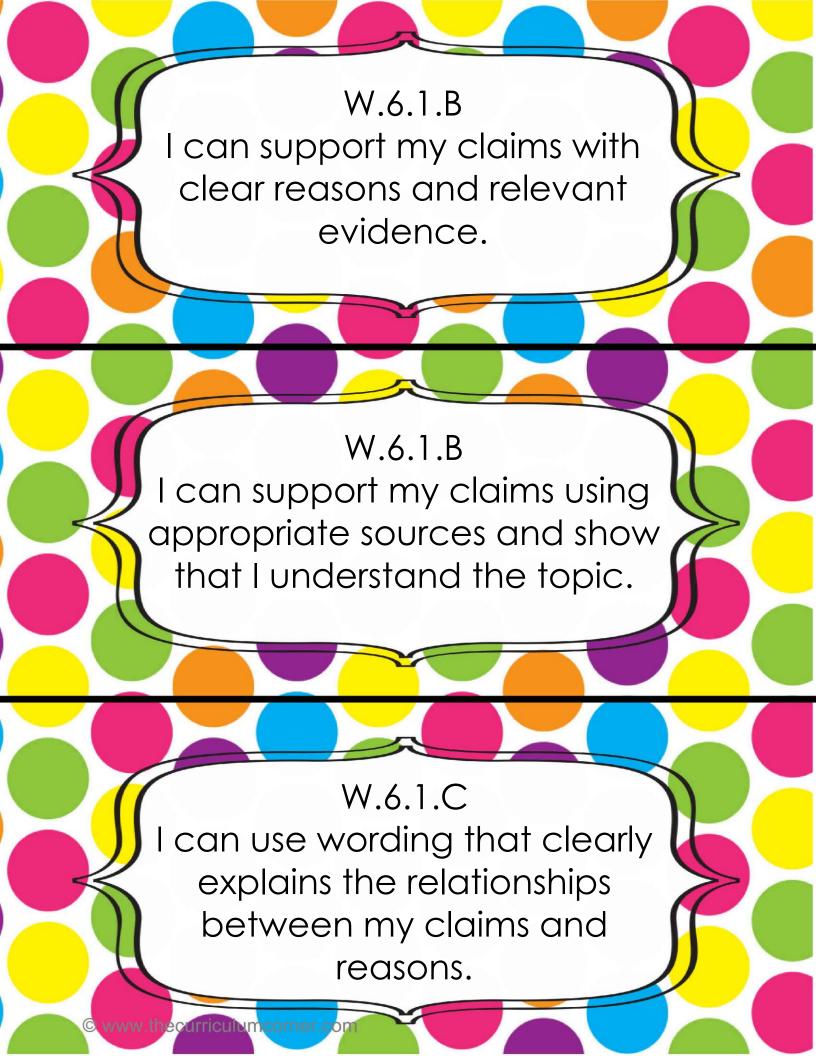
### **RI.6.10**

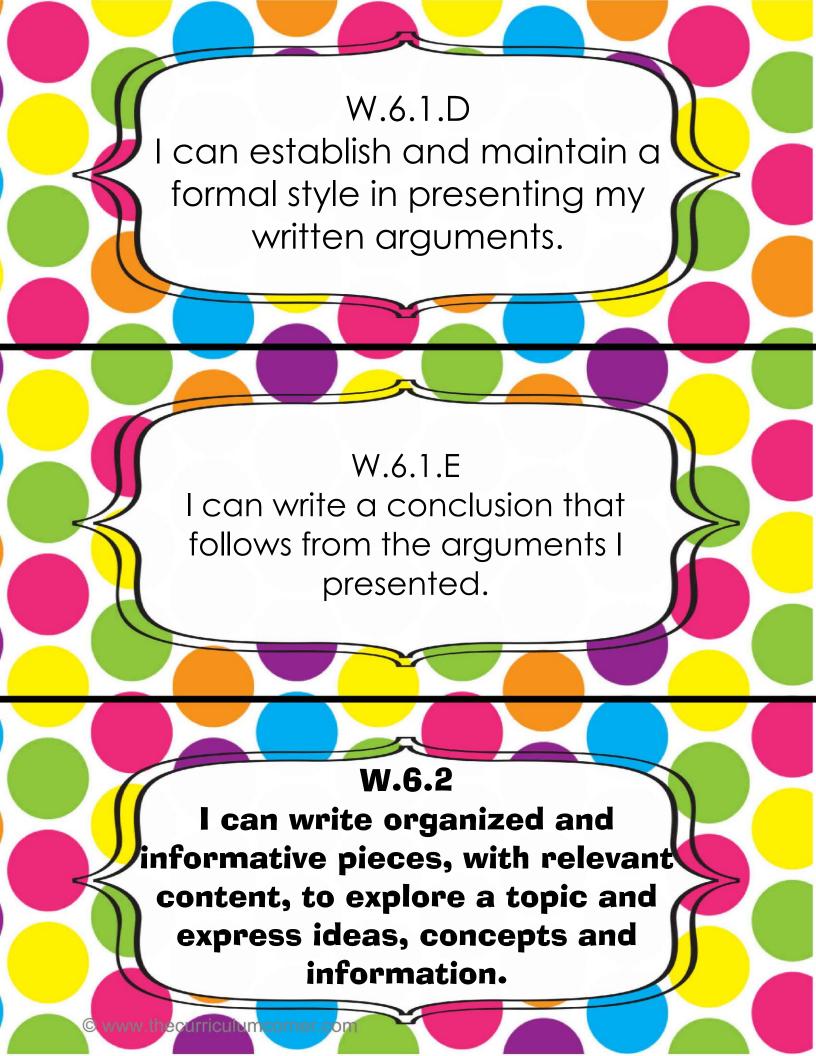
I can read and understand literary nonfiction at my grade level and above (with help where needed).

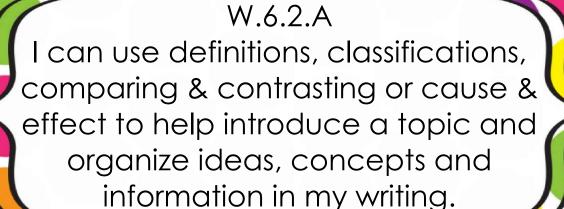


W.6.1
I can write arguments and use clear reasons and relevant evidence to support my claims.

W.6.1.A
I can introduce my argument and organize the reasons and evidence clearly.

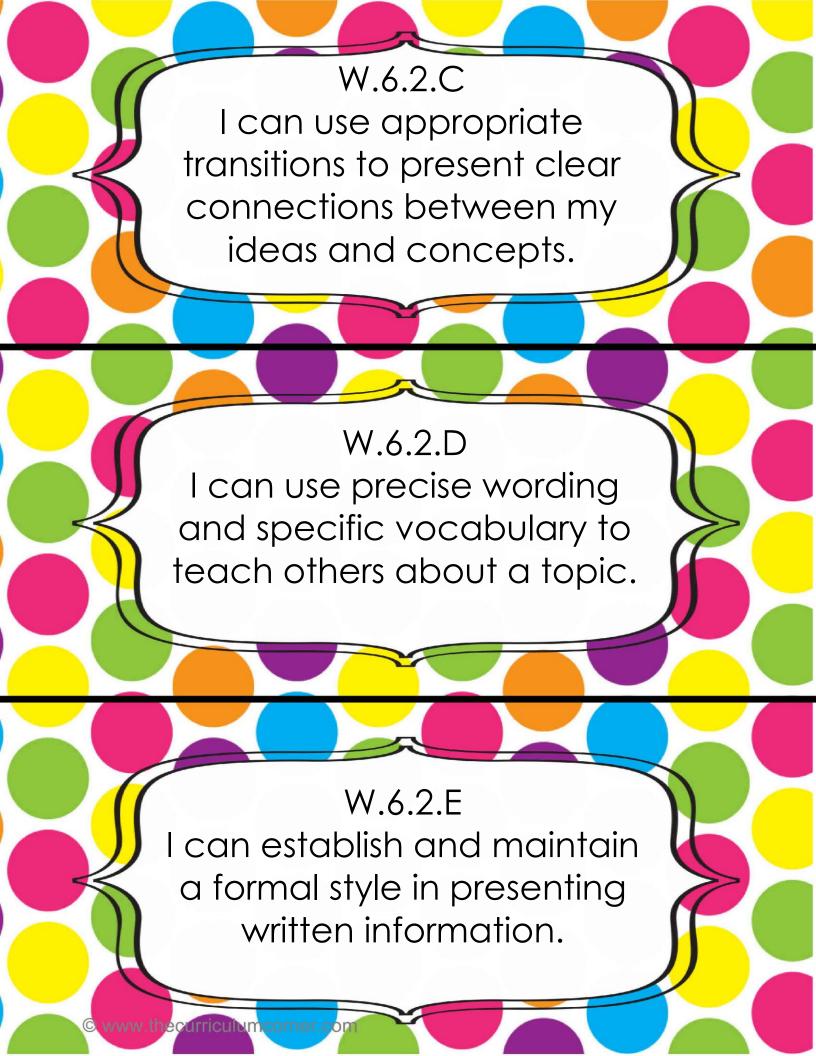


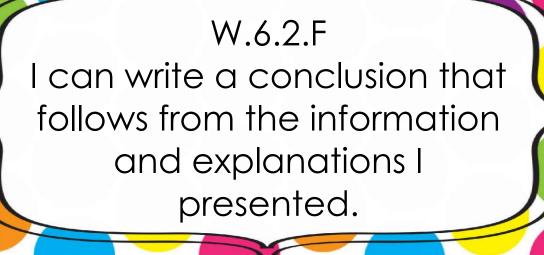




W.6.2.A can present information more clearly in my writing by using formatting such as headings, visuals and multimedia.

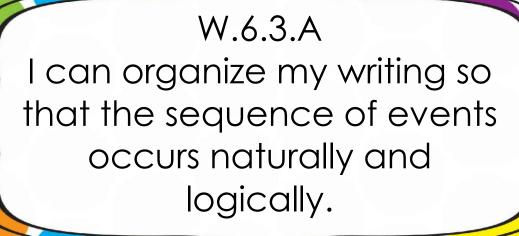
W.6.2.B
I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. phrases and clauses (e.g., in contrast, especially).





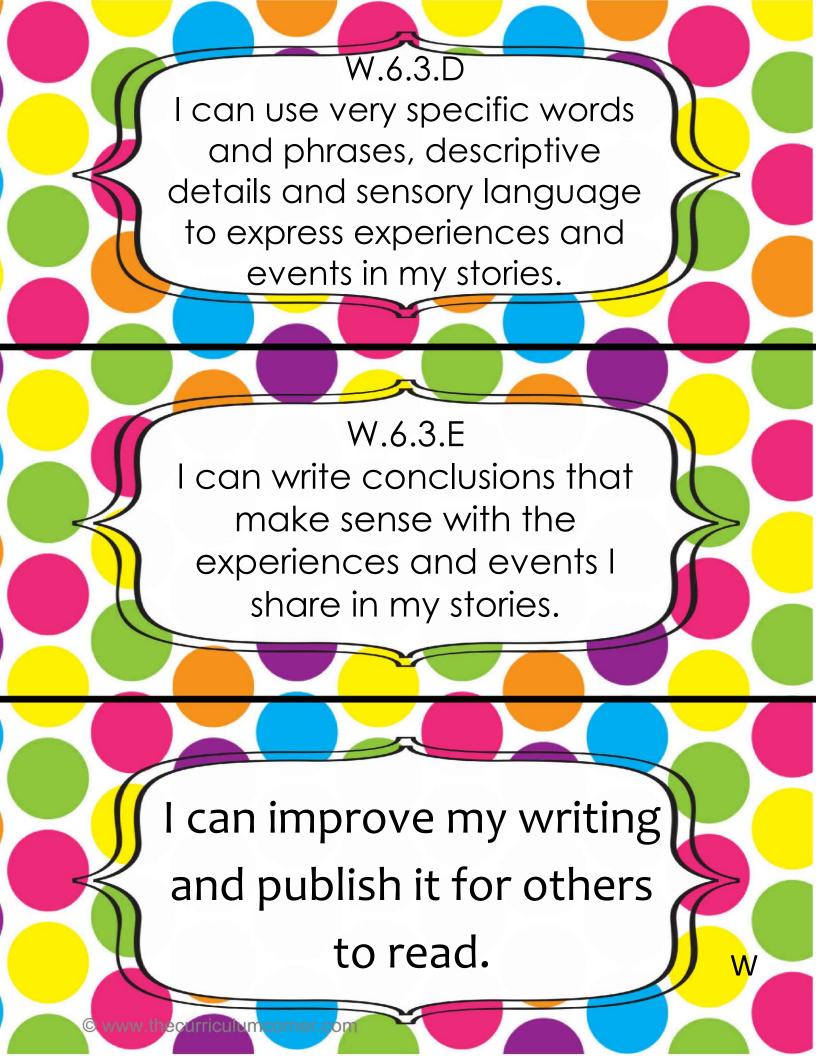
W.6.3
I can write narrative stories with good technique, appropriate detailed descriptions and logical sequences.

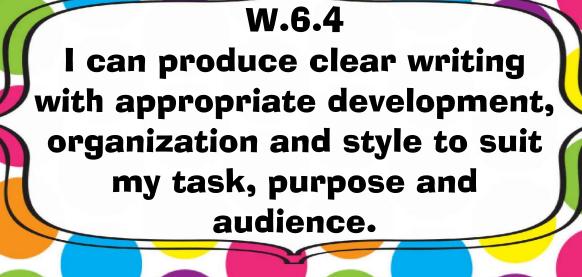
W.6.3.A
I can provide an introduction in my stories that creates a background and presents a narrator and characters.



W.6.3.B
I can use different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.

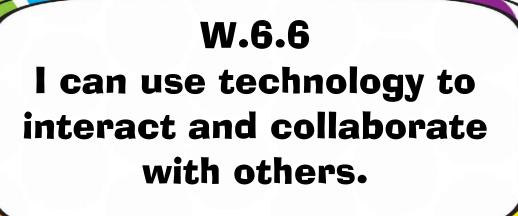
W.6.3.C
I can use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.





W.6.5
I can plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.

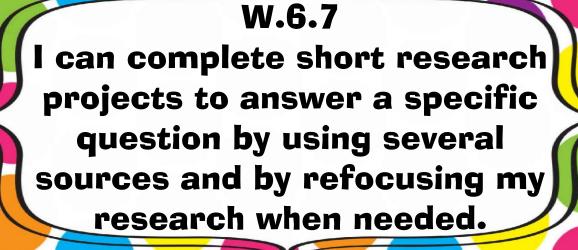
W.6.6
I can use different forms
of technology to create and
publish my writing.



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

W.6.6

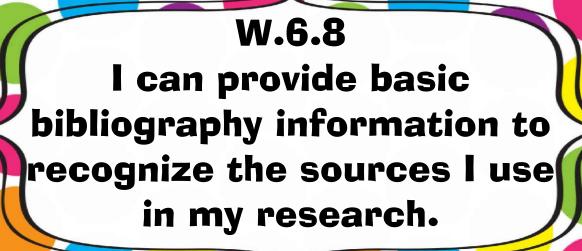
I can use research to learn more about a topic and present it to others.



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

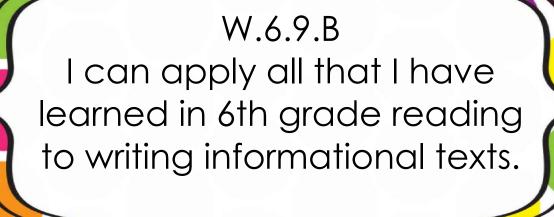
W.6.8

W.6.8
I can quote or paraphrase from print and digital sources without plagiarizing.



W.6.9
I can gather evidence from fiction or informational text to support my investigation, thinking and research.

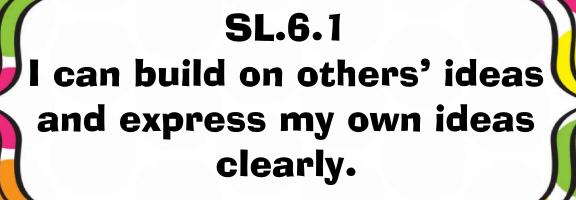
W.6.9.A
I can apply all that I have learned in 6th grade reading to writing literature.



I can understand and collaborate with all kinds of people.

**SL.6.1** 

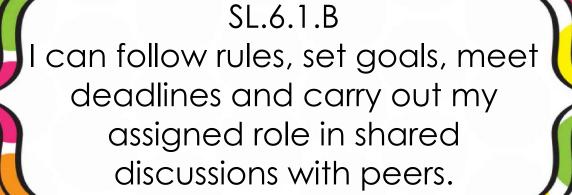
I can effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues.



SL.6.1.A
I can come to discussions
prepared to share my ideas
because I have read or studied
the required material.

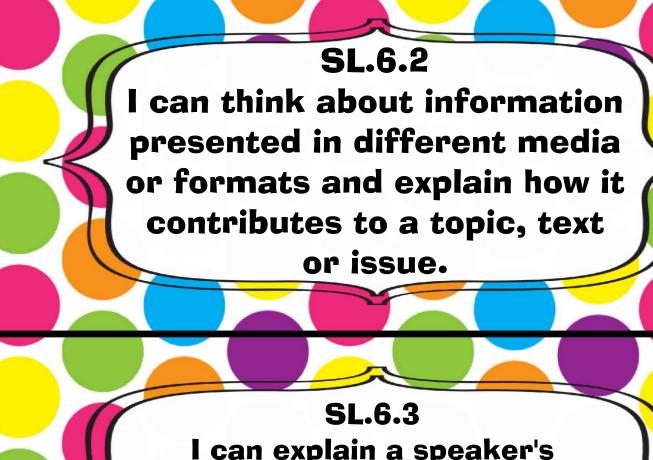
SL.6.1.A

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.



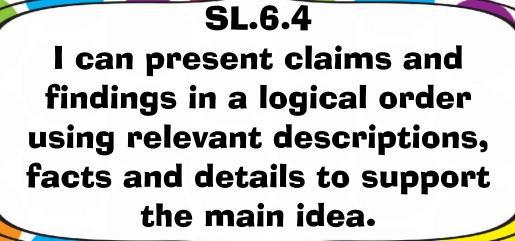
SL.6.1.C
I can ask and answer questions using appropriate explanations or details that add to the discussion of a topic, text or issue.

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.



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.



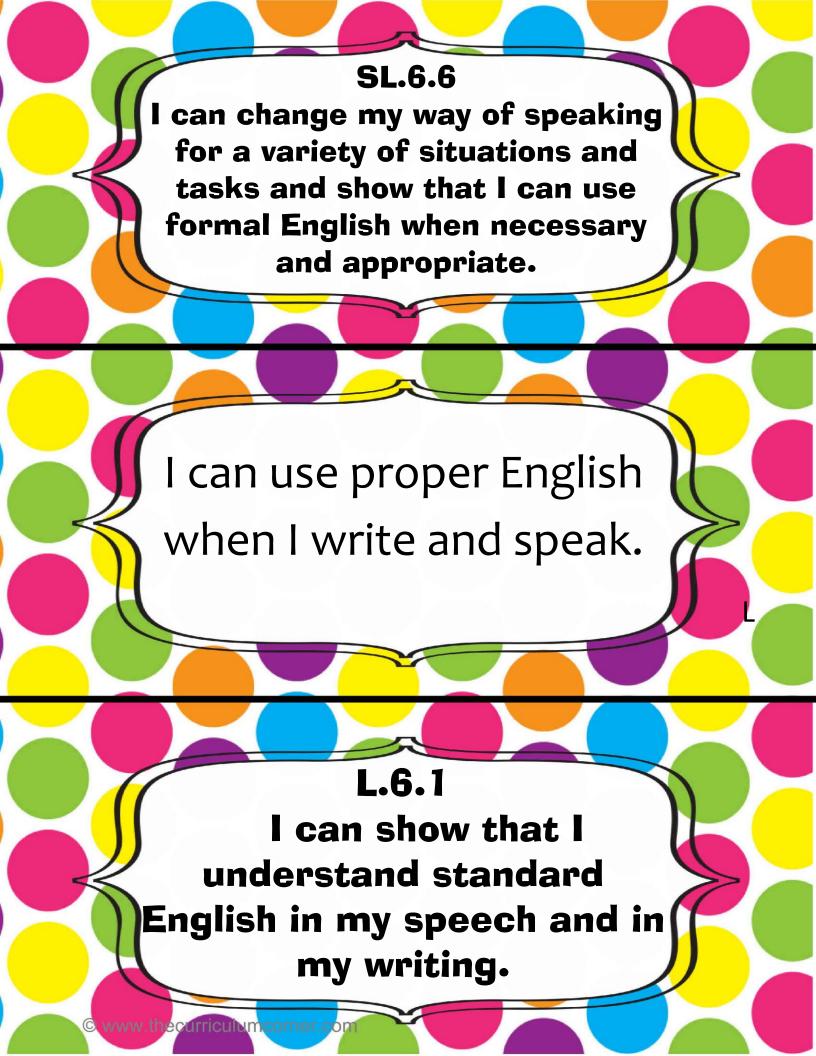
### I can use appropriate eye contact and volume, as well as speak clearly, when

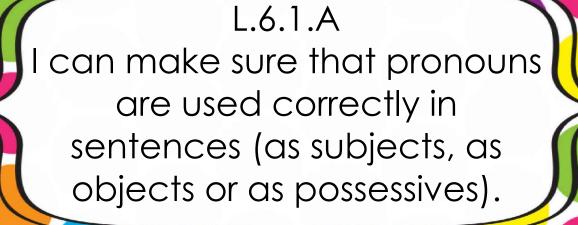
**SL.6.4** 

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.

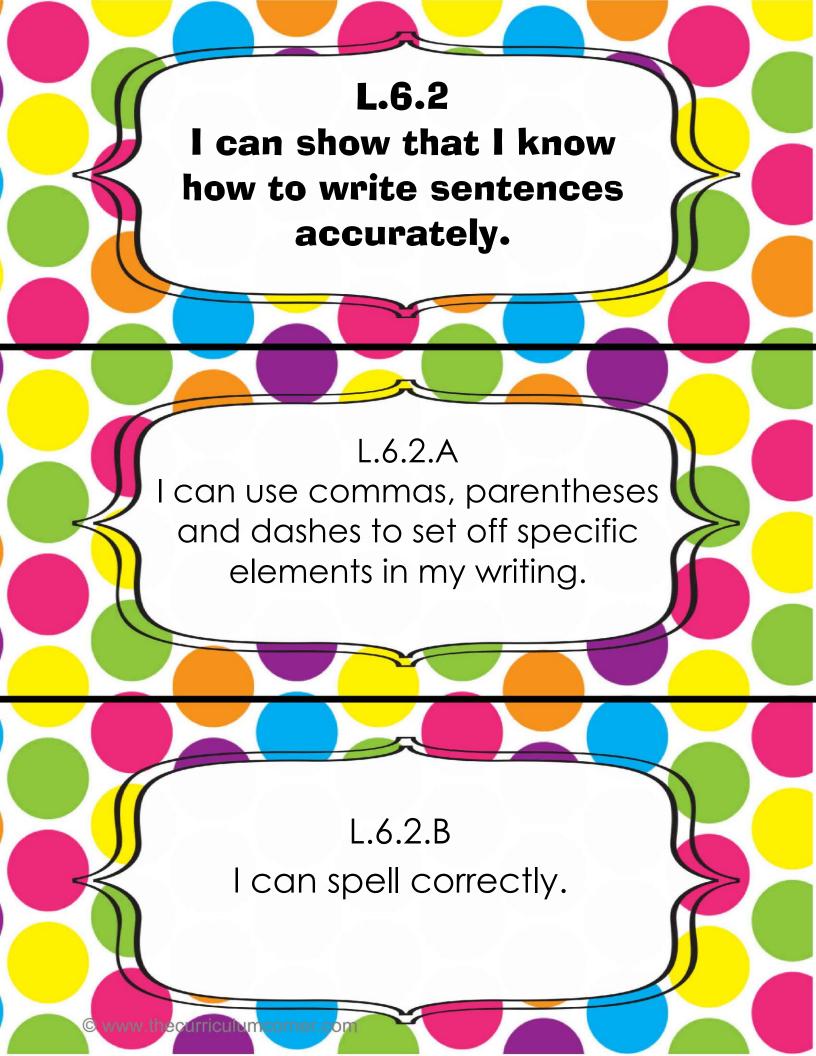




L.6.1.B
I can use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).

L.6.1.C
I can recognize and correct when pronouns shift inappropriately in number and person.



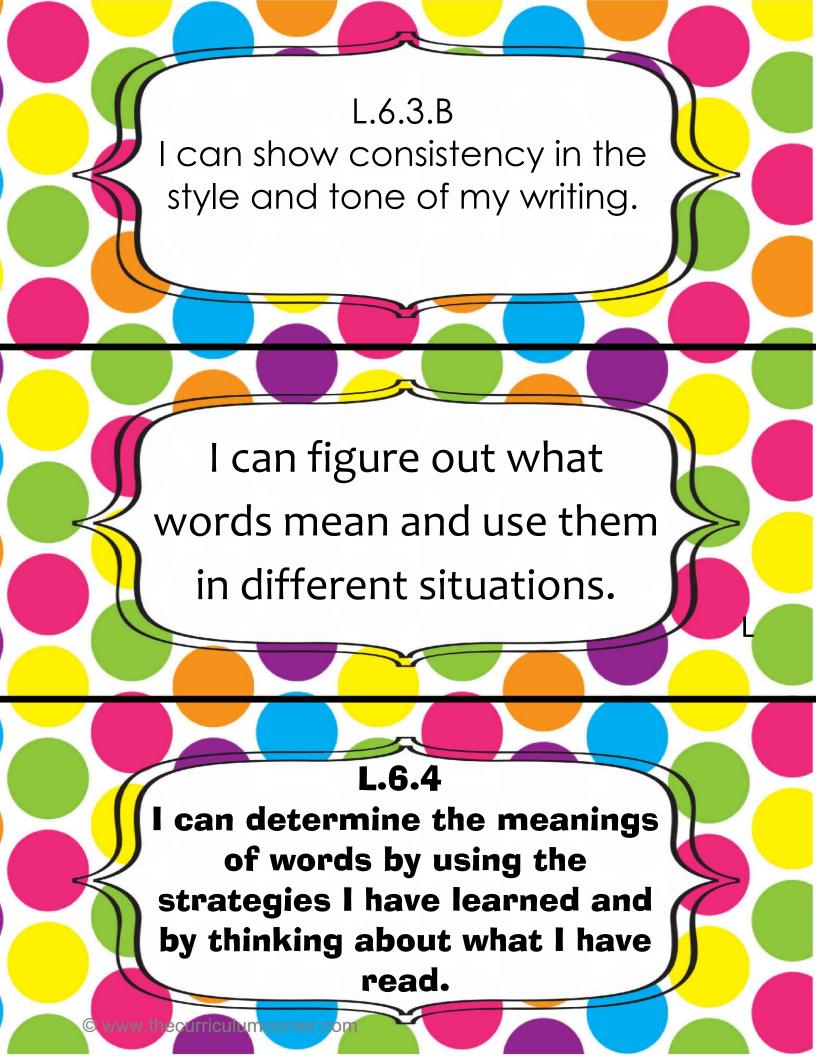


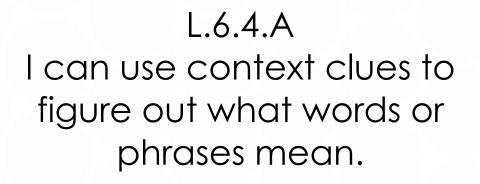
I can use what I know about language in different situations.

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.

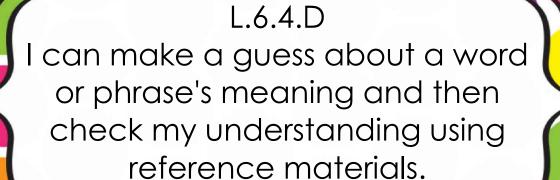




L.6.4.B
I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.

L.6.4.C

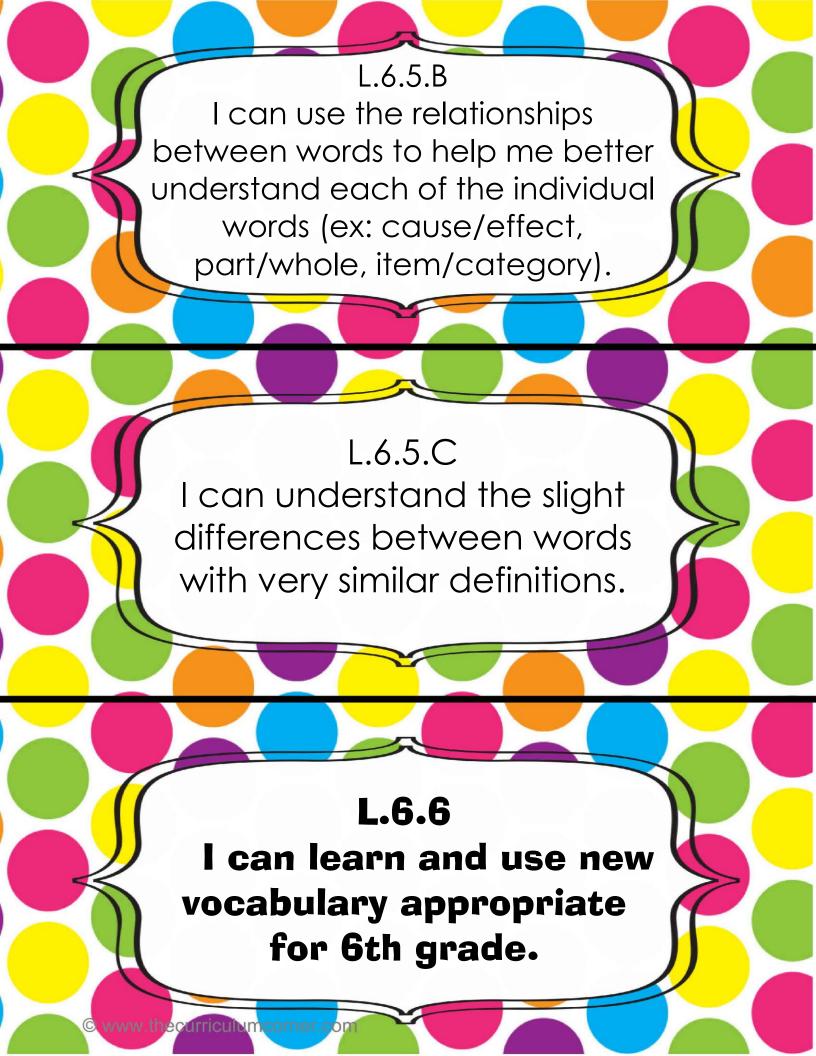
I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.

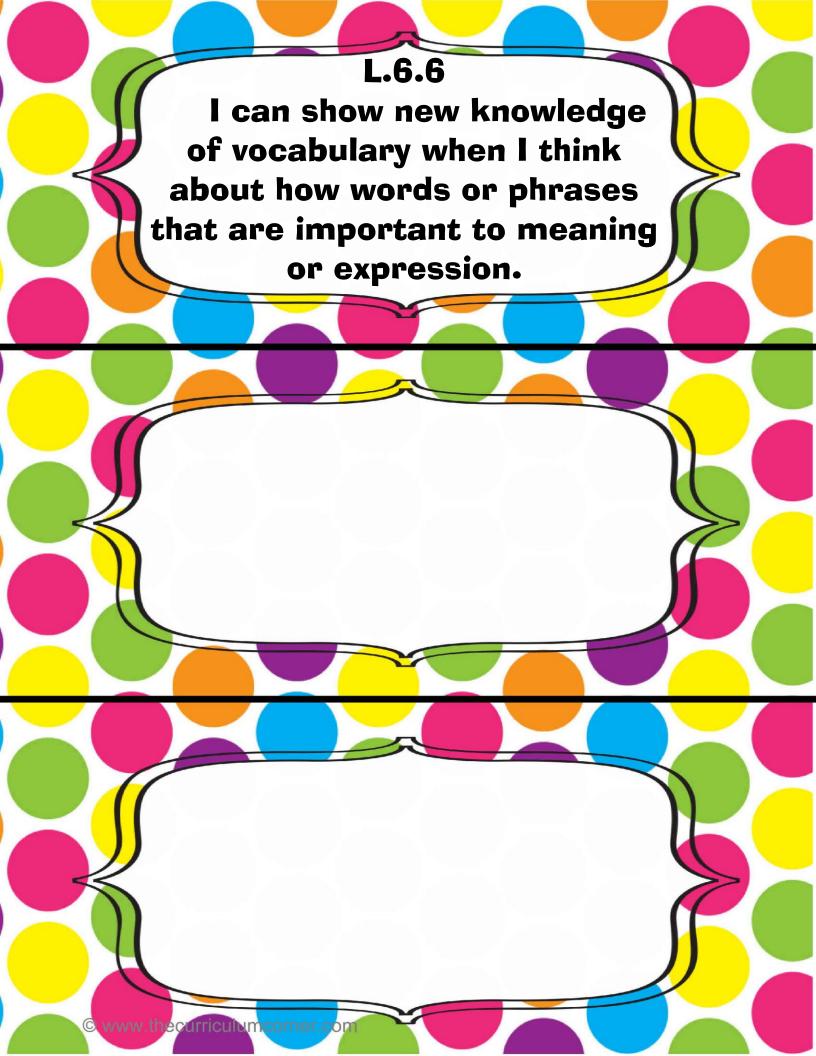


# L.6.5 I can show that I understand the deeper meanings of words and phrases.

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).



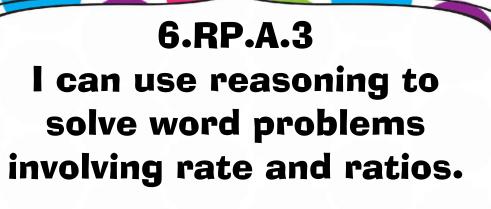


I can understand ratios and can use that understanding to solve problems.

RP

6.RP.A.1
I can use what I know about ratios to describe the relationship between two quantities.

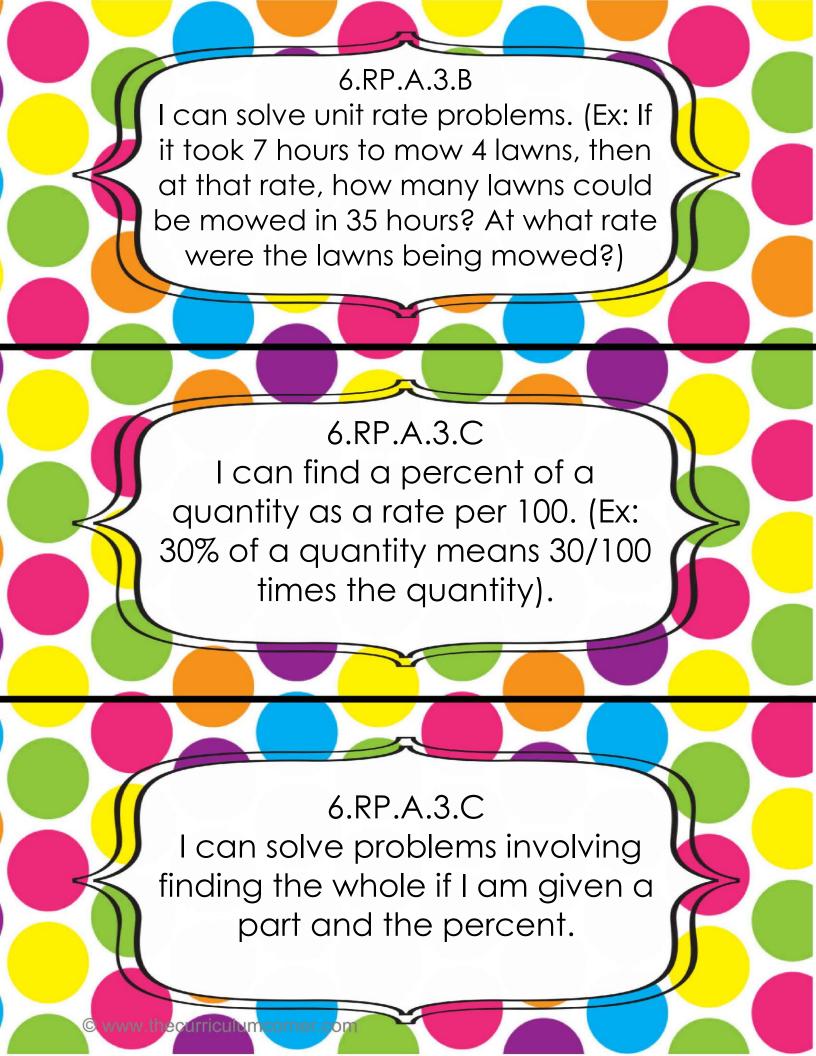
6.RP.A.2
I can understand how to find a rate when given a specific ratio. (Ex: We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.)

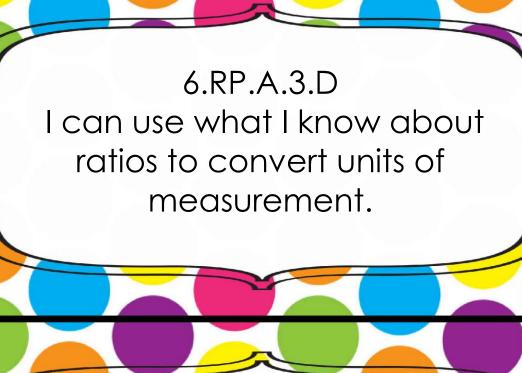


6.RP.A.3.A

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

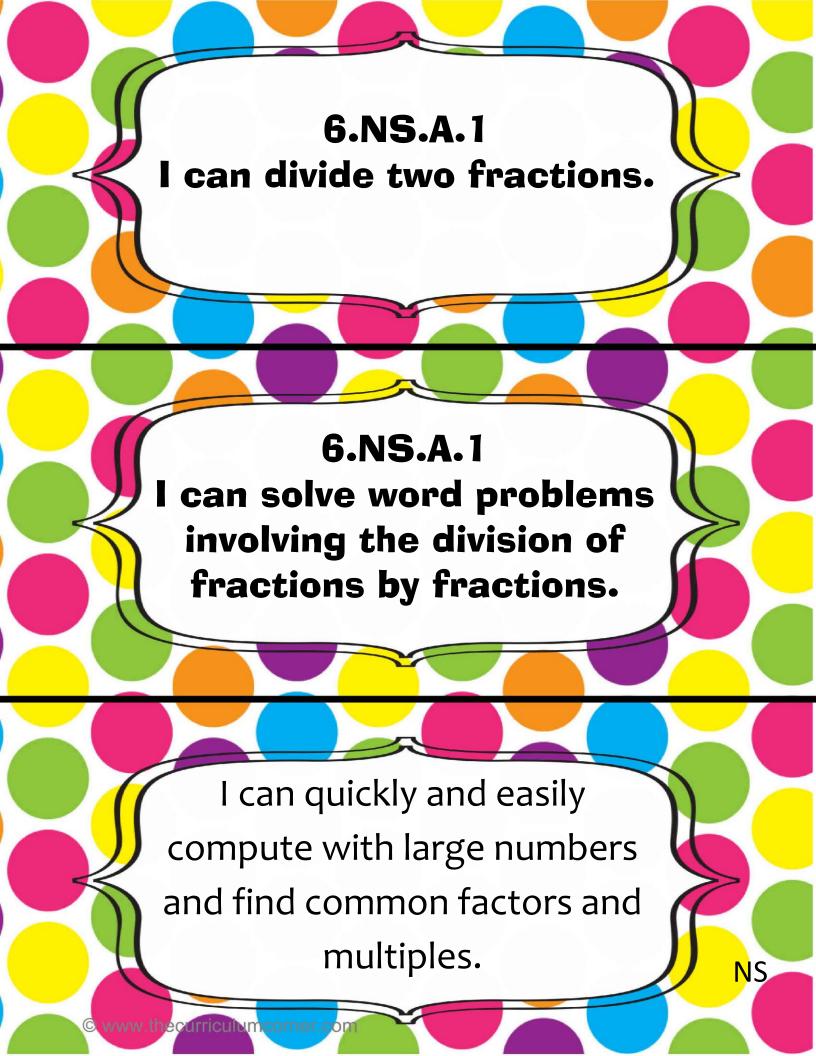
6.RP.A.3.A I can plot ratios on a coordinate plane.

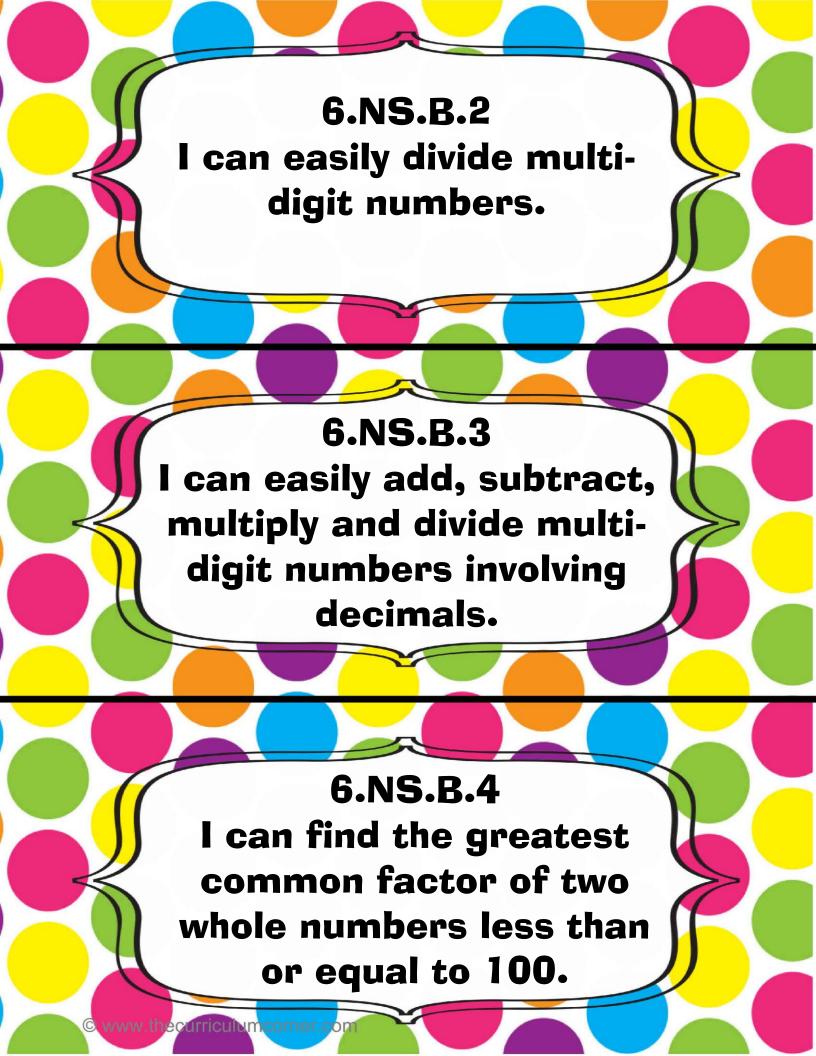


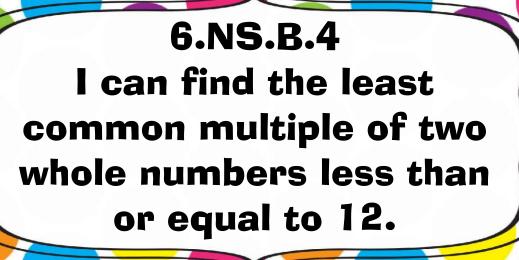


6.RP.A.3.D
I can change units of
measurement correctly when
multiplying or dividing quantities.

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

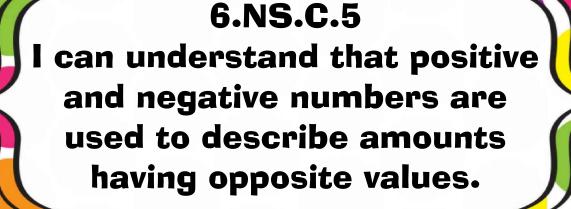






6.NS.B.4
I can use the distributive property to show the sum of two whole numbers (1-100) in different ways. (Ex: sh w 36 + 8 as 4(9+2)).

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



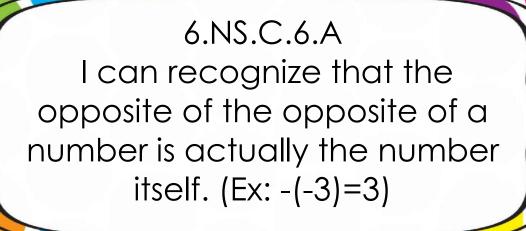
6.NS.C.5
I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.

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.

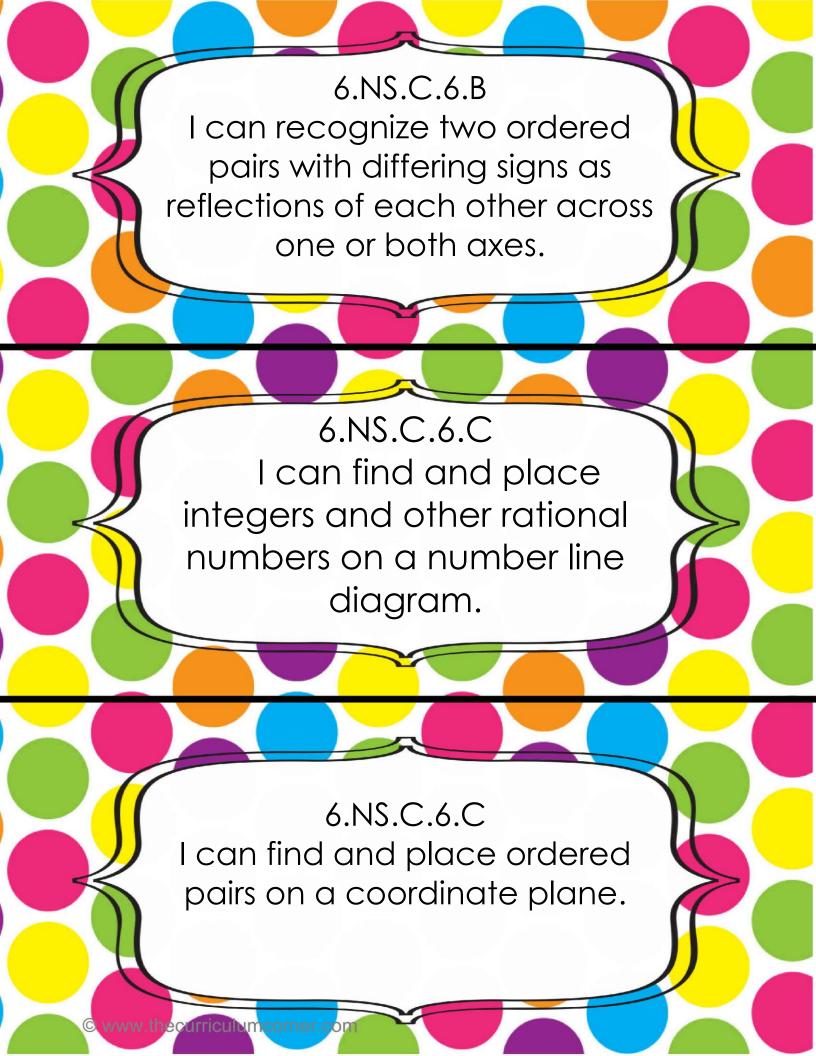
6.NS.C.6.A
I can recognize opposite signs of numbers as showing places on opposite sides of 0 on the number line.

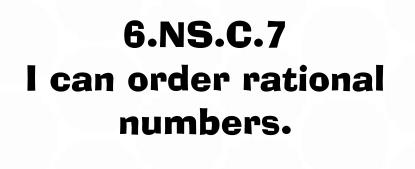


6.NS.C.6.A I can recognize that 0 is its own opposite.

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.

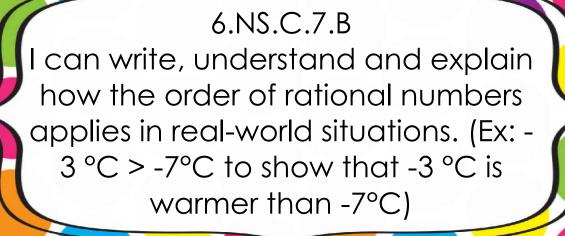




6.NS.C.7
I can understand absolute value of rational numbers.

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.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.)

I can graph points in all four quadrants of the coordinate

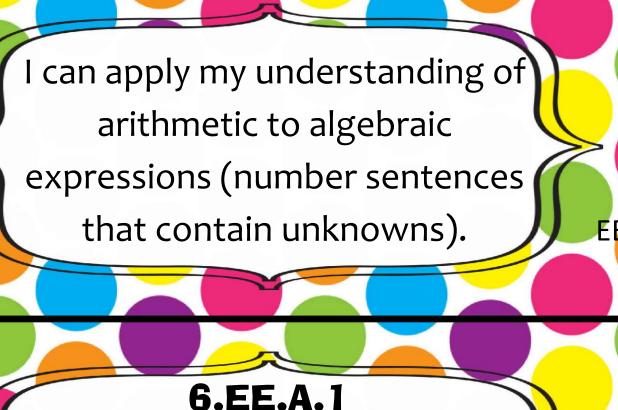
plane to help me solve realworld and mathematical

6.NS.C.8

problems.

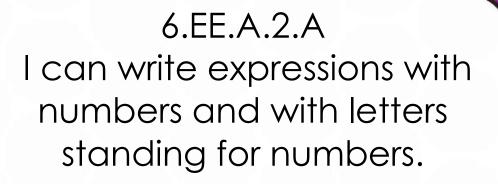
6.NS.C.8

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.



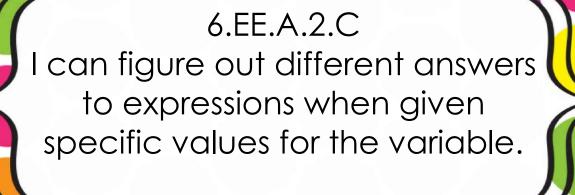
I can write and figure out numerical expressions that have whole-number exponents.

6.EE.A.2
I can write, read and figure out expressions in which letters stand for numbers.



6.EE.A.2.B
I can name the parts of an expression using mathematical words (sum, term, product, factor, quotient, coefficient.)

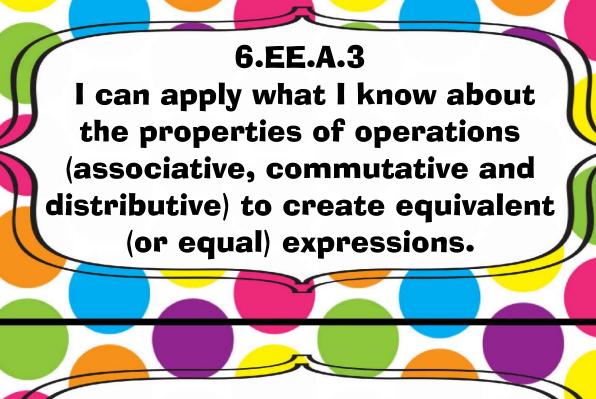
6.EE.A.2.B
I can look at one or more parts of an expression in different ways. (Ex: 8 + 7 can be seen as the addition sentence or as the number 15.)



6.EE.A.2.C
I can solve real-world math problems involving expressions that arise from formulas.

6.EE.A.2.C

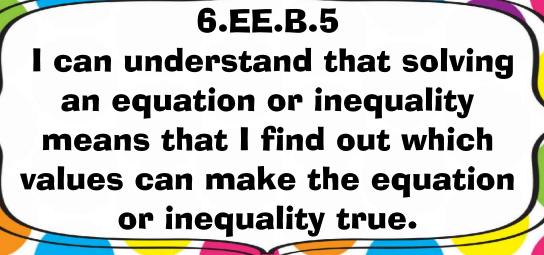
I can solve math problems including those with exponents, in the usual order (when no parentheses are there to give a particular order).



6.EE.A.4
I can recognize when two expressions are equivalent.

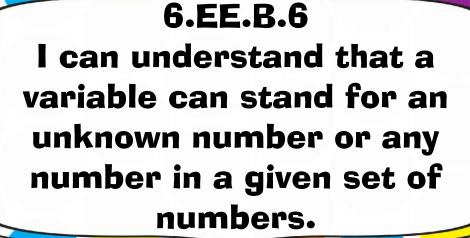
I can think about and solve one-variable equations and inequalities.

EE



6.EE.B.5
I can 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.

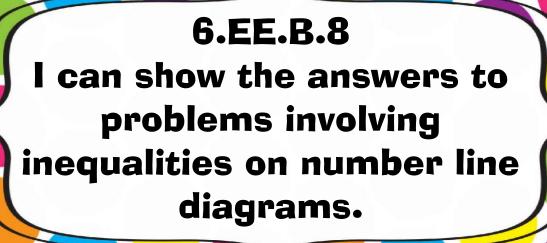


### 6.EE.B.7

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

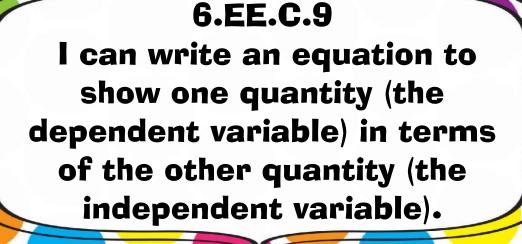
I can write an inequality (x > c or x < c) to stand for a limitation or condition in a real-world or mathematical problem that has infinitely many solutions.



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

6.EE.C.9

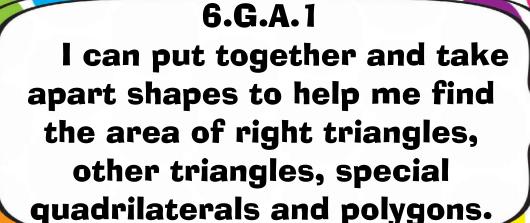
I can use variables that change in relationship to one another to represent two quantities in a real world problem.



6.EE.C.9

I can 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.



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.



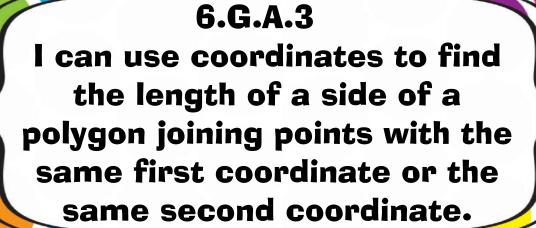
mathematical formula (V = I w h or V = b h) will give me the same result as using unit cubes to figure out the volume.

## 6.G.A.2

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

# 6.G.A.3

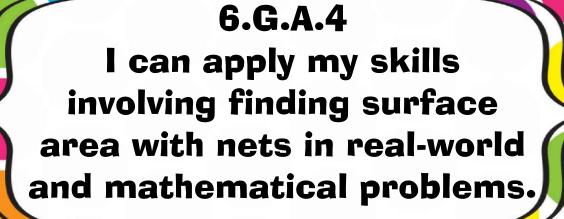
I can draw polygons in the coordinate plane when I am given the coordinates for the vertices.



# 6.G.A.3 I can apply what I have learned about polygons on coordinate planes to realworld and mathematical situations.

# 6.G.A.4

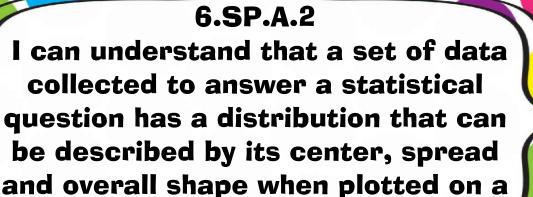
I can represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles.



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

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

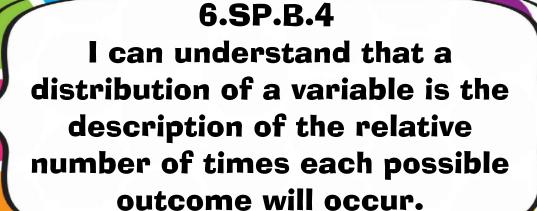
6.SP.A.1



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.

graph.

I can summarize and describe distributions.



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.

