Grade Level Content Standards

6

SIXTH GRADE

CLOVIS UNIFIED SCHOOL DISTRICT

WWW.CUSD.COM/STANDARDS

G6

LANGUAGE ARTS

By the end of Sixth Grade, students will:

READING STANDARDS FOR LITERATURE

Key Ideas & Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

Craft and Structure

- 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.
- 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.
- Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- 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.
- 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.

Range and Level of Text Complexity

- 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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.
- 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

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 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.
- 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

- 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.
- 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.
- 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 of Reading and Level of Text Complexity

- 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.

WRITING STANDARDS

Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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 Knowledge

- Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 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.

SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), and sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- Include multimedia components (e.g., graphics, images, music, sound) and visually displays in presentations to clarify information.
- Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

READING & WRITING STANDARDS FOR HISTORY, SOCIAL STUDIES, & SCIENCE

The standards below are examples of grades 6-8 reading and writing standards in history, social studies, science, and technical subjects.

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

MATHEMATICS

By the end of Sixth Grade, students will:

RATIOS AND PROPORTIONAL RELATIONSHIPS

Understand ratio concepts and use ratio reasoning to solve problems.

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate and use rate language in the context of a ratio relationship.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

THE NUMBER SYSTEM

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.

Compute fluently with multi-digit numbers and find common factors and multiples.

- Fluently divide multi-digit numbers using the standard algorithm.
- Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).

Apply and extend previous understandings of numbers to the system of rational numbers.

- Understand that positive and negative numbers are used together to describe quantities having opposite directions or values. Use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
- Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
- Understand ordering and absolute value of rational numbers. Write, interpret, and explain statements of order for rational numbers in real-world contexts. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.
- Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.

EXPRESSIONS AND EQUATIONS

Apply and extend previous understandings of arithmetic to algebraic expressions.

- Write and evaluate numerical expressions involving whole-number exponents.
- Write, read, and evaluate expressions in which letters stand for numbers. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient).
- Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x.
- Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).

Reason about and solve one-variable equations and inequalities.

- Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number.
- Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.
- Write an inequality of the form x > c or x < c to represent a real-world or mathematical problem and that these inequalities have an infinite number of possibilities. Represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

- Use variables to represent two quantities in a real-world problem that change in relationship to one another. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

GEOMETRY

Solve real-world and mathematical problems involving area, surface area, and volume.

- Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes. Apply this knowledge to real-world problems.
- Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes in the context of solving real-world and mathematical problems.
- Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.
- Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.

STATISTICS AND PROBABILITY

Develop understanding of statistical variability.

- Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
- Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

Summarize and describe distributions.

- Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- Summarize numerical data sets in relation to their context, such as by reporting the number of observations, describing the nature of the attribute, describing any overall patterns in measures of center and variability, and interpreting the data distribution.

SCIENCE

Focus: Earth Science

By the end of Sixth Grade, students will understand:

EARTH'S SURFACE AND EARTH'S STRUCTURE

Plate Tectonics and Earth's Structure

- Plate Tectonics explains important features of the Earth's surface and major geologic events.
- The fit of the continents; location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones provide evidence for plate tectonics.
- The solid Earth is layered with cold, brittle lithosphere; hot, convecting mantle; and dense, metallic core.
- The lithospheric plates, the size of continents and oceans, move at rates of centimeters per year in response to movements in the mantle.
- Earthquakes are sudden motions along breaks in the crust called faults. Volcanoes and fissures are locations where magma reaches the surface.
- Major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
- How to explain major features of California geology in terms of plate tectonics.
- How to determine the epicenter of an earthquake, and realize the effects of an earthquake vary with its size, distance from the epicenter, local geology, and the type of construction involved (plate/fault movement).

Energy in the Earth System

- The transfer of energy through radiation and convection currents affects the Earth's surface.
- The sun is the major source of energy on the Earth's surface, (powering winds, ocean currents, and the water cycle).
- Solar energy reaches Earth through radiation (in the form of visible light).
- Heat from Earth's interior reaches the surface primarily through convection.
- Convection currents distribute heat in the atmosphere and oceans.
- Differences in pressure, heat, air movement, and humidity result in changes of weather.

ECOSYSTEMS

Ecology

- Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
- Energy entering ecosystems as sunlight is transferred into chemical energy through photosynthesis.
- Energy is transferred from one organism to others in the food web, and between organisms and the physical environment.
- Populations of organisms can be categorized by the role they serve in an ecosystem.
- Different organisms may play similar ecological roles in similar biomes.
- The number and types of organisms an ecosystem can support depends on the resources available and factors, such as quantity of light and water, range of temperatures, and soil composition.

Resources

- Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
- The conversion of energy sources to useful forms and the consequences of this (oil to fuel/pollution).
- How to classify renewable or nonrenewable energy and material resources.
- The use of natural resources to make commercial products.

Heat (Thermal Energy)

- Heat moves in a predictable flow from warmer to cooler until all objects are at the same temperature.
- Energy can be carried from one place to another by heat flow, moving objects, and waves (water, light and sound).
- When fuel is consumed, most of the energy released becomes heat energy.
- Heat flows in solids by conduction, and in fluids by conduction and convection.
- Heat energy is also transferred between objects by radiation.

SCIENTIFIC INVESTIGATION AND EXPERIMENTATION

As a basis for understanding scientific progress, and to address the content in the other strands, students will:

- Ask meaningful questions and conduct careful investigations.
- Develop a hypothesis.
- Select and use appropriate tools and technology to perform tests, measure using the metric system, and collect data and display data.
- Construct appropriate graphs from data and develop qualitative statements.
- Communicate the steps and results from an investigation in written reports and verbal presentations.
- Recognize whether evidence is consistent with a proposed explanation.
- Read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.
- Interpret events of sequence and time using cause/effect of nature (relating) and how they change.
- Identify changes in nature and make contrast/comparison.

HISTORY/SOCIAL SCIENCE

By the end of Sixth Grade, students will:

WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

The Paleolithic Era to the Agricultural Revolution

- Learn about the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution.
- Study hunter-gatherer societies, their characteristics, locations, and adaptations to various environments.

Civilizations of Mesopotamia, Egypt, and Kush

- Analyze the geographic, political, economic, religious, and social structures and impact of the early civilizations of Mesopotamia, Egypt, and Kush.

Ancient Hebrews

- Analyze the geographic, political, economic, religious, and social structures and impact of the early civilizations of the Ancient Hebrews.

Ancient Greece

- Analyze the geographic, political, economic, religious, and social structures and impact of the early civilizations of Ancient Greece.

India

- Analyze the geographic, political, economic, religious, and social structures and impact of the early civilizations of India.

China

- Analyze the geographic, political, economic, religious, and social structures and impact of the early civilizations of China.

Rome

- Analyze the geographic, political, economic, religious, and social structures and impact of the development of Rome.