

6th Grade

Report Card
Guide Now
Included



Redding School District

Sections:

- 1. College and Career Readiness**
- 2. English Language Arts Standards**
- 3. Mathematics Standards**
- 4. Next Generation Science Standards**
- 5. Social Studies Standards**
- 6. Report Card Guide**



*“Let us think of education as the means of
**Developing our
greatest abilities,**
because in each of us there is a private
Hope and Dream
which, fulfilled, can be translated into benefit for
everyone and greater strength for our nation.”*

*John F. Kennedy
35th President of the United States*



Section 1: College and Career Readiness



College and Career Readiness

The Keys to Being Prepared

The Definition:

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. Being college ready and being career ready are similar, but not necessarily the same. More and more jobs require some amount of post-high school training, and, in any event, all workers are going to need to be adaptive learners throughout their careers to cope with changes to their jobs and the way they work. Some notable differences finds College readiness meaning the ability to complete a wide range of topics and courses leading to a degree and Career readiness referring to a more specific course of study for a certificate or job attainment. Additionally, many of the attitudinal characteristics necessary for success in the workplace are also needed for College or Career studies.

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
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These are the ways of thinking for college level or productive career work.

Problem formulation

- Hypothesize
- Strategize

Research

- Identify
- Collect

Interpretation

- Analyze
- Evaluation

Communication

- Organize
- Construct

Precision & accuracy

- Monitor
- Confirm

Refers to the “big ideas” from core subjects that all students must know.

Structure of knowledge

- Key terms and terminology
- Factual information
- Linking ideas
- Organizing concepts

Attitudes Toward Learning

- Learning content is a challenge
- Content is valued
- Effort
 - Intelligence is changed through increased effort
 - Under the students control

Technical knowledge and skills

Self attitudes and habits necessary for success at college or career work.

Ownership of Learning

- Goal setting
- Grit/Perseverance
- Self-awareness
- Motivation
- Help seeking
- Progress monitoring
- Self-efficacy

Learning techniques

- Time management
- Test taking skills
- Note taking skills
- Memorization/recall
- Strategic reading
- Collaborative learning
- Technology proficiency

Information to successfully navigate to a college or career after high school.

Post High School awareness

- Ambitions
- Norms/culture

Postsecondary costs

- Tuition
- Financial aid

Admittance

- Eligibility
- Admissions
- Program

Career awareness

- Requirements
- Readiness

Role and Identity

- Role models

Self-advocacy

- Resource acquisition
- Institutional promotion



Sixth Grade - College and Career Readiness

The Keys to Being Prepared

How can I know that my child is on track during Sixth Grade?

LEARN Cognitive Strategies	KNOW Content Knowledge	APPLY Skills and Techniques	SEEK Transition Knowledge
<p>(Problem formulation) ⇒ Child will think through, devise a strategy, and attempt to solve more complex problems.</p> <p>(Research) ⇒ Child systematically collects sources that address problems.</p>	<p>(Knowledge Building) ⇒ Child is meeting targeted Reading Standards by hitting RSD cut scores. ⇒ Child reads to learn science or social studies content.</p>	<p>(Ownership-Set Goals) ⇒ Child sets short and long-term goals that align to future hopes. (Ownership-Grit) ⇒ Persevere when faced with new, challenging, or unfamiliar tasks and assume responsibility.</p>	<p>(Post High School Awareness) ⇒ Child understands the terms: All words K-5, college catalogue, core requirements, elective, Master’s Degree, PLAN, private universities, transfer student</p>
<p>(Interpretation) ⇒ Child selects and prioritizes resources that are of value to completing a task.</p>	<p>(Characteristic-Effort) ⇒ Child is having sustained effort in all work. ⇒ Child will take on a challenge.</p>	<p>(Learning-Motivation) ⇒ Child will be self motivated and complete tasks even when it isn’t interesting.</p>	<p>(Career Awareness) ⇒ Child explores careers to develop understanding about career requirements.</p>
<p>(Communication) ⇒ Child will produce drafts that incorporate facts and is based on the task to be completed.</p>	<p>(Student-Learning) ⇒ Child understands that learning is flexible and can be changed through increased struggle.</p>	<p>(Self-Efficacy) ⇒ Child has confidence in their own ability to complete tasks and learn from mistakes.</p>	<p>(Matriculation) ⇒ Child visits community college to learn difference between types of programs offered and 4-year college</p>
<p>(Precision / Accuracy) ⇒ Child is producing work that is increasing in quality as the year progresses. ⇒ Child confirms accuracy of work produced.</p>	<p>(Student-Engagement) ⇒ Child recognizes successful students must engage to master what is taught.</p>	<p>(Learning Techniques) ⇒ Child Communicates and works well with others. ⇒ Child prepares for an assessment of knowledge that they are learning.</p>	<p>(Role & Identity) ⇒ Child thinks of themselves as a student scholar. ⇒ Child thinks of a future self and identifies role models in careers child aspires to.</p>

Section 2: English Language Arts Standards

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English-Language Arts-Highlights of the Common Core State Standards

The CCSS for English-language arts are divided into four strands: reading, writing, speaking and listening, and language. The standards are organized by grade level for kindergarten through grade eight and by grade span for high school.

For kindergarten through grade five, the reading standards include foundational skills that foster students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English language.

Standards for literacy in history/social studies, science, and technical subjects provide additional specificity about the application of reading and writing standards to subject area content.

At each grade level and grade span, the reading strand includes standards for both literature and informational text. Literature encompasses a broad range of cultures, periods, and genres (e.g., stories, folktales, fantasy, realistic fiction, drama, poetry). Informational texts include biographies and autobiographies; writings about history-social sciences, science, and the arts; technical texts; and digital sources.

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Vocabulary acquisition and practice are threaded throughout the four strands, reflecting current research on how students best learn new words. Both writing and collaborative conversations about grade level topics and text provide students opportunities to practice using new vocabulary.

Students learn to express ideas, work together, and listen carefully to integrate and evaluate information. Skills are not learned in isolation, but in connection with reading and analyzing grade-level texts and topics. Technology is used to gather and present information.

What differences will I see in my student’s assignments and how can I help? The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What’s Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting around learning new things.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla’s <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to reread and/or rewrite a text multiple times for a variety of purposes. For example, your 2nd or 3rd grader might be asked to read aloud Faith D’Aluisio’s non-fiction book titled <i>What the World Eats</i> and retell facts based on multiple close readings.	Provide more challenging texts for your student to read. Show them how to dig deeper into these difficult pieces by rereading and wondering or questioning. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use “evidence” gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. “Evidence” is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence or the “why” they think the way they do in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Ottenski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student’s vocabulary allowing them to see the “power” in language. For example all grades will be helping students use more formal sentence structures and content specific language when responding to questions during discussions.	Read often to your children and discuss the topic using the language presented in the text. Use math, science and other content rich language when talking about information.

Sixth Grade Knowledge Cut Scores

The Keys to Being Prepared

Reading	<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>	
	<i>Aug. 17 to Nov. 4</i>	<i>Nov. 7 to Feb. 28</i>	<i>Mar. 1 to June 2</i>	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
	<i>Aug. 17 to Oct. 14</i>	<i>Oct. 19 to Jan. 13</i>	<i>Jan. 17 to Mar. 24</i>	<i>Mar. 27 to June 2</i>
Reading Fluency	135 correct words per minute	155 correct words per minute	162 correct words per minute	
Reading Accuracy	90 % of words read correctly	90 % of words read correctly	90 % of words read correctly	
Accelerated Reader (AR) Scaled Score	599 out of 1400	652 out of 1400	714 out of 1400	
AR Independent Reading Goals	100% of goal met	100% of goal met	100% of goal met	
AR % of questions correct	85% or higher	85% or higher	85% or higher	
Classroom learning assessments	80% or higher	80% or higher	80% or higher	
Benchmarks	80% or higher	80% or higher	80% or higher	
Writing Prompts	Rubric Score 3	Rubric Score 3	Rubric Score 4	

Grade 6 Overview | English Language Arts

Sixth grade students provide a summary of reading without personal opinions or judgments. They write a variety of pieces, including re-search projects, and use technology to publish the work. When presenting, students place descriptions, facts, and details in a logical order.

Reading

- Determine main idea and supporting details
- Provide a summary without personal opinions or judgments
- Determine how the structure of a text contributes to the main idea
- Determine an author's point of view
- Explain how the point of view of the narrator or speaker is developed
- Distinguish among fact, opinion, reasoned judgment, and speculation in a text Read and understand grade-level literary and nonfiction texts

Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative texts that examine a topic and convey ideas
- Write narratives that include relevant descriptive details and well-structured event sequences
- Conduct short research projects and refocus the inquiry as needed
- Use technology to produce and publish writing; type three pages in a single sitting

Speaking and Listening

- Participate in discussions, both one-on-one and with a group
- Find claims supported by reasons and evidence in a speaker's argument
- Plan and deliver an informative presentation
- Place descriptions, facts, and details in a logical order when presenting

Language

- Use correct grammar and language
- Use correct capitalization, punctuation, and spelling
- Use a variety of methods to determine the meaning of unknown words
- Distinguish among words with similar meanings
 - Stingy, economical, thrifty

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Reading - for Literature

Key Ideas & Details

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.
3. 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

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. (See grade 6 Language standards 4-6 on page 50 for additional expectations.)
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.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

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.
8. (Not applicable to literature)
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.

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.

Reading - for Informational Text

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.
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. 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

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4-6 on page 50 for additional expectations.)
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.
 - a. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**
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

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. 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 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

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.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.
5. 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 and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

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 tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce a claim(s) and organize the reasons and evidence clearly.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a formal style.
 - e. 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.
 - a. Introduce a topic or thesis statement; 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.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Establish and maintain a formal style.
 - f. 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.
 - a. 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.
 - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/ or characters.
 - c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - d. Use precise words and phrases relevant descriptive details, and sensory language to convey experiences and events.
 - e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)
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 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.
 - a. 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”).
 - b. 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.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking & Listening

Comprehension and Collaboration

1. 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.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. 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.
3. 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

4. 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.
 - a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationship; uses precise language and domain specific vocabulary; and provides a strong conclusion.
5. Include multimedia components (e.g., graphics, images, music, sound) and visually displays in presentations to clarify information.
6. Adapt speech to variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language—Conventions

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - b. Use **all pronouns, including** intensive pronouns (e.g., *myself*, *ourselves*) **correctly**.
 - c. Recognize and correct inappropriate shifts in pronoun number and person.*
 - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
 - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Conventions of Standard English (continued)

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/ listener interest, and style.*
 - b. Maintain consistency in style and tone.*

Language—Vocabulary

Vocabulary Acquisition and Use

4. 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.
 - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
 - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech (e.g., personification) in context.
 - b. Use the relationship between particular words (e.g., cause/ effect, part/ whole, item/ category) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
6. 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.

How you can help your young person at home with reading and writing.

Reading

- Encourage your child to read aloud to you.
- Read to and with your child regularly.
- Visit the library and/or bookstore with your child on a regular basis.
- Ask your child interesting questions after reading a story and talk about the characters, events, and ideas.
- Encourage your child to ask you questions about what was read.
- Encourage your child to read nonfiction, informational materials on many topics.
- Help your child gain access to reference materials (for example, a dictionary, an atlas, encyclopedias).
- Schedule a family reading time in which everyone is reading.
- Have your child read every night for 30 minutes.
- Have your child read and follow directions for games and recipes.

Writing

- Encourage your child to keep a diary and/or a vacation journal.
- Have your child use a computer for writing, using various fonts, margins, spell-check, editing procedures, and graphics.
- Encourage your child to write thank-you notes, letters and e-mail messages.
- Encourage your child to provide interesting oral summaries of movies or television programs.
- Have family discussions about things you read together.
- Encourage your child to listen to the opinions of others.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Sixth Grade Booklet

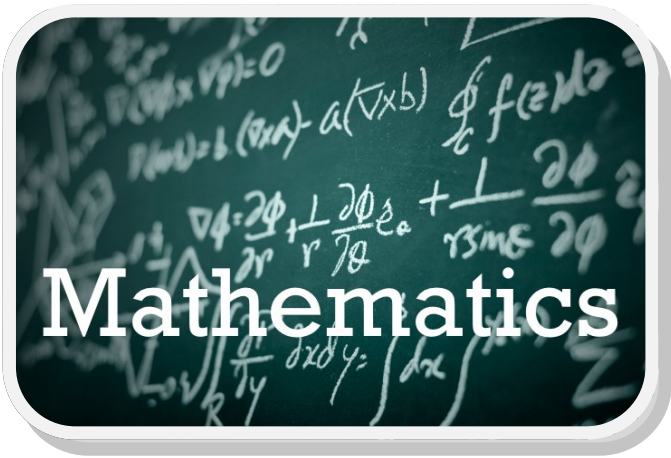


California PTA <http://capta.org/>

Section 3: Mathematics Standards

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.

What differences will I see in my student's assignments and how can I help? The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice [habits of mind to foster student mathematical thinking] and one for mathematical content [what students should know and be able to do at each particular grade level]. Developing students at the elementary and middle school levels will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding, less if more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application.	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.

Sixth Grade Knowledge Cut Scores

The Keys to Being Prepared

Math	<i>Trimester 1</i>	<i>Trimester 2</i>	<i>Trimester 3</i>	
	<i>Aug. 17 to Nov. 4</i>	<i>Nov. 7 to Feb. 28</i>	<i>Mar. 1 to June 2</i>	
	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
	<i>Aug. 17 to Oct. 14</i>	<i>Oct. 19 to Jan. 13</i>	<i>Jan. 17 to Mar. 24</i>	<i>Mar. 27 to June 2</i>
Classroom learning assessments	80% or higher	80% or higher	80% or higher	80% or higher
Benchmarks	80% or higher	80% or higher	80% or higher	80% or higher
Math Performance Task Based Scores	Rubric Score 3	Rubric Score 3	Rubric Score 3	Rubric Score 4

California Math Council for Families:



<http://cmc-math.org/temp/wp-content/uploads/2013/05/K%E2%80%9312Math@HomeEnglishBW.pdf>

Here you will find California Math Council (CMC)'s Math at Home booklets which provide brief, helpful information to parents and guardians including information about the Common Core and helping with math homework.

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

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

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

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

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

Reason about and solve one-variable equations and inequalities.

Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

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

Statistics and Probability

Develop understanding of statistical variability.

Summarize and describe distributions.

Grade 6 Overview | Mathematics

Sixth grade students use their knowledge of multiplication and division to solve ratio and rate problems. They finalize their understanding of division of fractions and begin the study of negative integers. They understand the use of variables in mathematical expressions, write expressions and equations that correspond to situations, and use expressions and equations to solve problems. Students begin the study of probability and statistics and use their geometrical foundations to solve problems involving area, surface area, and volume.

- Understand ratio concepts and use ratio reasoning to solve problems
- Understand unit rate & Find a percent of a quantity
- Divide fractions by fractions
- Fluently compute with multi-digit numbers and multi-digit decimals
- Find common factors and multiples of numbers
- Find the greatest common factor and least common multiple of two whole numbers
- Use understanding of positive numbers to understand rational numbers
- Understand positive and negative integers and be able to locate on a four-quadrant coordinate plane
- Order rational numbers & Understand absolute value
- Add and subtract integers
- Apply properties of operations to add and subtract rational numbers
- Use understanding of arithmetic to solve one variable equations and inequalities
- Write expressions and equations to describe real world situations using variables
- Write and solve equations with whole number exponents
- Write an inequality to describe a real world or mathematical problem
- Represent and explain relationships between dependent and independent variables
- Solve real world problems involving area, surface area, and volume
- Draw (freehand, with ruler and protractor and with technology) geometric shapes when given specific conditions
- Know the formulas for area and circumference of a circle
- Ask a statistical question (How old are the students in my school?), collect and organize the data on a line plot, graph, histogram, dot plot, box plot, etc.
- Describe and summarize data by noticing the center, spread, and overall shape
- Display numerical data on a number line including dot plots, histograms, and box plots

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

1. Make sense of problems and persevere in solving them.
 - ◇ Find meaning in problems
 - ◇ Analyze, predict and plan solution pathways
 - ◇ Verify answers
 - ◇ Ask themselves the question: “Does this make sense?”
2. Reason abstractly and quantitatively.
 - ◇ Make sense of quantities and their relationships in problems
 - ◇ Create coherent representations of problems
3. Construct viable arguments and critique the reasoning of others.
 - ◇ Understand and use information to construct arguments
 - ◇ Make and explore the truth of conjectures
 - ◇ Justify conclusions and respond to arguments of others
4. Model with mathematics.
 - ◇ Apply mathematics to problems in everyday life
 - ◇ Identify quantities in a practical situation
 - ◇ Interpret results in the context of the situation and reflect on whether the results make sense
5. Use appropriate tools strategically.
 - ◇ Consider the available tools when solving problems
 - ◇ Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)
6. Be precise.
 - ◇ Communicate precisely to others
 - ◇ Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes
 - ◇ Calculate accurately and efficiently
7. Look for and make use of structure.
 - ◇ Discern patterns and structures
 - ◇ Can step back for an overview and shift perspective
 - ◇ See complicated things as single objects or as being composed of several objects
8. Look for and identify ways to create shortcuts when doing problems.
 - ◇ When calculations are repeated, look for general methods, patterns and shortcuts
 - ◇ Be able to evaluate whether an answer makes sense

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹*

¹ Expectations for unit rates in this grade are limited to non-complex fractions

3. 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.
 - a. Make tables of equivalent ratios relating quantities with wholenumber measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
 - b. Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?*
 - c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.
 - d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

The Number System

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

1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?*

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

2. Fluently divide multi-digit numbers using the standard algorithm.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
4. 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 $4(9 + 2)$.*
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

The Number System

6. 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.
 - a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.
 - b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.
 - c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
7. Understand ordering and absolute value of rational numbers.
 - a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.*
 - b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .*
 - c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.*
 - d. 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.*
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

1. Write and evaluate numerical expressions involving whole-number exponents.
2. Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation “Subtract y from 5” as $5 - y$.*
 - b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.*
 - c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.*
3. 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 $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.*
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.*

Expressions and Equations

Reason about and solve one-variable equations and inequalities.

5. 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.
6. 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, or, depending on the purpose at hand, any number in a specified set.
7. 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.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Represent and analyze quantitative relationships between dependent and independent variables.

9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.*

Geometry

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

1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
3. 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. Apply these techniques in the context of solving real-world and mathematical problems.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Statistics and Probability

Develop understanding of statistical variability.

1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.*
2. 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.
3. 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.

4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
5. Summarize numerical data sets in relation to their context, such as by:
 - a. Reporting the number of observations.
 - b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.
 - c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
 - d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.

CCSS Domains

The CCSS are organized by domains. The table lists the domains for grades sixth through grade eight. (an “X” indicates the domain addressed at a grade level). The shaded rows indicate domains that were covered at earlier grades.

Domains	Sixth Grade	Seventh Grade	Eighth Grade			
Counting and Cardinality (CC)						
Operations and Algebraic Thinking (OA)						
Number and Operations in Base Ten (NBT)						
Measurement and Data (MD)						
Geometry (G)	X	X	X			
Number and Operations – Fractions (NF)						
Ratios and Proportional Relationships (RP)	X	X				
The Number System (NS)	X	X	X			
Expressions and Equations (EE)	X	X	X			
Statistics and Probability (SP)	X	X	X			
Functions (F)			X			



Middle School Parent Handbook Grade 6-8

http://www.scoecurriculum.net/documents/CCSSM_Parent_Handbook_MS.pdf

Middle School Parent Handbook is put out by the State of California to give parents the background and examples behind state standards instruction in the middle school math classroom.

How you can help your 6th grader At home with Math.

“A parent or caregivers involvement in a child’s education is the single most important factor in that child’s academic success.”

Sixth graders spend a great deal of time studying fractions, decimals, and percents of stuff. Students should have their add, subtract, multiply and divide facts memorized. This allows them to spend time learning about fractions, decimals, and percents rather than their number facts. Flashcards, along with your positive encouragement and patience, should show improvement.

Do math with your children every day. Can they figure out how to best divide up dessert so that everyone gets equal portions? What are the sports scores, batting averages, and other statistics that interest you and what do they mean?

Math is more than random numbers seen one time on a page. Math in our daily life is often on-going, like budgeting and grocery shopping. Let them participate in these routines. Using the family shopping list, have your child clip coupons that match the items. Create a contract that entitles your child to a portion of the savings. After the shopping trip, review the register slip together to determine these savings. Let them calculate their cut, you, of course, verify their math.

Let your child see and hear you doing math. Don’t hide it or make it sound difficult. Math is a tool that we use daily. Show your middle schooler that math skills are necessary and vital to your life on a regular basis. Explain the checkbook. Have them help you cook. Show them how you use math in your hobbies. Let them help you measure fabric or wood or a garden. Encourage them to help you compute the cost to fill the tank with gasoline or determine how many miles can be driven with a full tank.

Finally, send your child to school well rested, having had a healthy breakfast, knowing that you support their learning and expect them to take it seriously.



Parent Toolkit: <http://www.parenttoolkit.com>



National PTA <http://www.pta.org>
Sixth Grade Booklet



California PTA <http://capta.org/>

Grade Six Integrated Storyline

Systems interactions have given rise to Earth’s climate and have allowed organisms to adapt that climate. Or... Systems within organisms are adapted to Earth’s climate systems

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
<i>A cell, a person, and planet Earth are each a system made up of subsystems.</i>			
<p>All living things are made of cells.</p> <p>The body is a system made of interacting subsystems.</p>	<p>Water cycles among the land, ocean, and atmosphere.</p> <p>Weather and climate involve interactions among Earth’s subsystems</p>		<p>Design Criteria</p> <p>Evaluate Solutions</p>
Weather conditions result from the interactions among different Earth subsystems.			
	<p>The movement of water and interacting air masses helps determine local weather patterns and conditions.</p> <p>The ocean has a strong influence on weather and climate.</p>	<p>Temperature measures the average kinetic energy of the particles that make up matter.</p> <p>Energy transfers from hot materials to cold materials.</p> <p>The type and amount of matter affects how much an object’s temperature will change.</p>	<p>Design Criteria</p> <p>Evaluate Solutions</p> <p>Analyze data</p> <p>Iteratively test and modify</p>

Life Science	Earth & Space Sciences	Physical Science	Engineering, Technology, and applications to Science
Regional climates strongly influence regional plant and animal structures and behaviors.			
<p>Variations of inherited traits arise from genetic differences.</p> <p>Genetic traits and local conditions affect the growth of organisms.</p> <p>Organisms rely on their body structures and behavior to survive long enough to reproduce.</p>	<p>Energy input from the Sun varies with latitude, creating patterns in climate.</p> <p>Energy flow through the atmosphere, hydrosphere, geosphere, and biosphere affect local climate.</p> <p>Density variations drive global patterns of air and ocean currents.</p>	<p>The type and amount of matter affects how much an object's temperature will change.</p>	
Human activities can change the amount of global warming, which impacts plants and animals.			
<p>Local conditions affect the growth of organisms.</p> <p>Organisms rely on their body structures and behavior to survive, but these adaptations may not be enough to survive as the climate changes.</p>	<p>Human changes to Earth's environment can have dramatic impacts on different organisms.</p> <p>Burning fossil fuels is a major cause of global warming. Strategic choices can reduce the amounts and impacts of climate change.</p>		<p>Design Criteria</p> <p>Evaluate Solutions</p> <p>Analyze data</p>



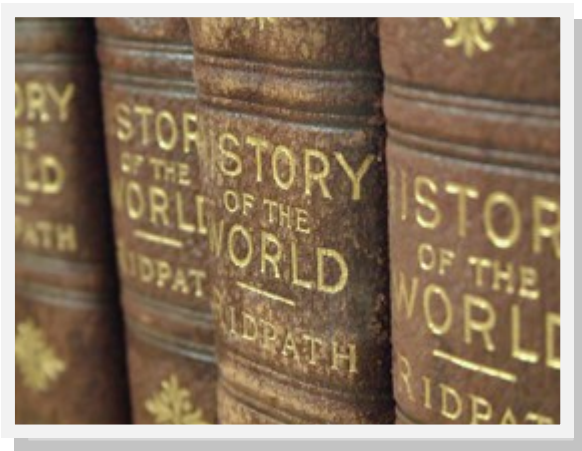
Section 5: History Social Science Standards

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



World History and Geography: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

- 6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.
 1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
 2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
 3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
- 6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.
 1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
 2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
 3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
 4. Know the significance of Hammurabi's Code.
 5. Discuss the main features of Egyptian art and architecture.

6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).
3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.
5. Outline the founding, expansion, and political organization of the Persian Empire.
6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.
2. Discuss the significance of the Aryan invasions.
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
4. Outline the social structure of the caste system.
5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.
7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.
6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.
7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).
3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**SIXTH GRADE
PARENT GUIDE**



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Robert Adams

Assistant Superintendent of Educational Services

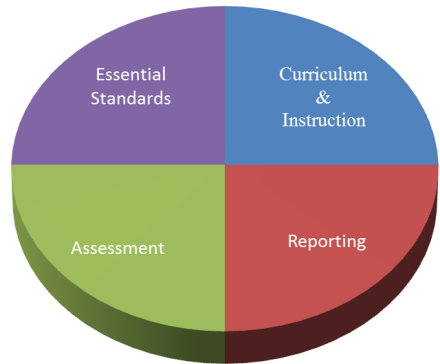
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—Reading section gives you a clear picture of how your child is doing on key learning targets within the standards clusters. There are three sections to consider; Reading Literature, Reading Informational Text, and Speaking and Listening.
- The English Language Arts—Writing section helps you know the progress of your child's understanding of the three purposes of writing that we are monitoring; Narrative (story, poem, fable, novel, play, etc); Informational or Explanatory (explaining a process, detailing components, providing knowledge about a topic, etc.); and Opinion or Argumentative (critique, persuasion, scholarly evidence, etc.)
- The Language Conventions (punctuation and grammar) sections help us to determine how your child is doing in writing procedurally.
- Mathematics offers you a look at how your child is doing on learning targets within the different clusters of standards. They are organized with clusters then standards of learning.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, writing, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Technology Success is imperative for today's learner. We are monitoring a few key skills at each grade level to make sure students are getting exposed and learning these skills.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



Achievement Grades:
Proficiency measured using these indicators.

Successful learning Behaviors/Effort:
Proficiency measured using these indicators.

LANGUAGE ARTS, MATHEMATICS:
Proficiency levels are reported using these marks

**Redding School District
REPORT TO PARENTS - SIXTH GRADE**

Student: _____ School: _____ Year: **2015-2016**
 Teacher: _____ Principal: _____ Grade: **6**
 Stu #: _____ 11/09/2015 - 02/29/2016
 BirthDate: _____ **EXPLANATION OF MARKS**

Achievement	Effort	Progress Toward Standard
A 90%-100%	O Outstanding	4 Standard Exceeded
B 80%-89%	S Satisfactory	3 Standard Met
C 70%-79%	P Progressing	2 Standard Nearly Met
D 60%-69%	N Not Yet	1 Standard Not Met
F 0%-59%		M Progressing w/Modified Curriculum
NM No Mark		NT Not Tested

Parent Information	1st	2nd	3rd
Promotion in Question			
Please Call for a Conference			
Attendance affecting performance			

Support Services	1st	2nd	3rd
Speech			
RSP			
EL			
SDC			

Reporting Period	1 2 3		
	Achievement		
Effort			
English Language Arts - Reading			
Reading Literature			
(RL 1) Key Ideas & Details			
(RL 2) Craft & Structure			
(RL 3) Integration of Knowledge & Ideas			
(RL 4) Range & Level of Text Complexity			
Reading Informational Text			
(RI 1) Key Ideas & Details			
(RI 2) Craft & Structure			
(RI 3) Integration of Knowledge & Ideas			
(RI 4) Range of Reading & Level of Text Complexity			
Speaking & Listening			
(SL 1) Comprehension & Collaboration			
(SL 2) Presentation of Knowledge & Ideas			
Language			
(L 1) Conventions of Standard English			
(L 2) Knowledge of Language			
(L 3) Vocabulary Acquisition & Use			

Reporting Period	1 2 3		
	Achievement		
Effort			
English Language Arts - Writing			
Narrative Writing			
Narrate real or imagined experiences using sensory details, a clear sequence, descriptive dialogue, transitional words, and a conclusion.			
Explanatory Writing			
Writes informative text to examine a topic, conveys ideas & information clearly. Introduces a topic/thesis statement, develops the topic w/information & examples, uses transitions, establishes & maintains a formal style, & provides a concluding statement.			
Argumentative Writing			
Write arguments to support claims with clear reasons & relevant evidence using credible sources. Provide & maintain a formal style & provide a concluding statement.			

Reporting Period	1 2 3		
	Achievement		
Effort			
Mathematics			
Ratios & Proportions			
(RP 1) Understand ratios & the language used to describe two amounts			
(RP 2) Identify the rate when given a specific ratio			
(RP 3) Solve word problems related to ratios to figure rate			
Number Systems			
(NS 1) Divide a fraction by a fraction			
(NS 2) Divide multi-digit numbers			
(NS 3) Add, Subtract, Multiply & Divide decimals			
(NS 5) Use positive & negative numbers to represent quantities			
(NS 6) Locate rational numbers on a number line			
(NS 7) Understand the absolute value of a number			
(NS 8) Graph points in all four quadrants			
Expressions & Equations			
(EE 1-2) Write & understand numerical expressions			
(EE 3-4) Identify equivalent expressions			
(EE 5) Solve equations & inequalities			
(EE 6) Use variables when solving expressions			
(EE 7) Write & solve equations			
(EE 8) Write an inequality with more than one solution			
(EE 9) Analyze quantitative relationships between dependent & independent variables			
Geometry			
(G 1) Solve mathematical & real world problems - area			
(G 2) Solve mathematical & real world problems - surface area			
(G 4) Solve mathematical & real world problems - volume			
Statistics & Probability			
(SP 1) Recognize a statistical question			
(SP 2) Understand that collected data has a distribution that includes its center, spread, & overall shape			
(SP 3) Identify the mean & median of a set of data			
(SP 4) Show numerical data on a number line			
(SP 5) Summarize & describe distribution			

Successful learning behaviors use Effort marks.

Attendance information is reported in this area, including the number of days tardy and absent. Teacher will indicate whether absenteeism has affected learning on front page.

Student:

Teacher:

		Reporting Period		
		1	2	3
Science	Achievement			
	Effort			
Social Studies	Achievement			
	Effort			
Physical Education/Health	Achievement			
	Effort			
Visual & Performing Arts / Electives	Achievement			
	Effort			

ATTENDANCE	1	2	3
Days Enrolled			
Days Absent			
Days Tardy			

Successful Learning Behaviors			
Ownership of Learning			
SELF-MOTIVATED: Works independently; uses time wisely; monitors own progress.			
SELF-ADVOCATE: Asks for help when needed; accepts feedback; perseveres through failure			
ACADEMICALLY RESPONSIBLE: Participates thoughtfully; produces quality work.			
HOMEWORK: Completes homework on time.			
Learning Techniques			
RESPECTFUL: Respects others needs and rights; follows school rules and procedures.			
SOCIALLY RESPONSIBLE: Resolves conflicts; takes responsibility for actions; works cooperatively with others.			
SELF DISCIPLINED: Listens without interruption; exhibits impulse control and self-regulation.			
Technology			
Create an advanced multimedia presentation - importing sound, video, art, creating a master & other advanced features			
Produce a 3 page document in one sitting			
Rev.6.9.16			

TEACHER COMMENTS	
1st Trimester:	
2nd Trimester:	
3rd Trimester:	
Signature: _____	

These sections will contain teacher comments about the individual student.

A Body of Evidence for Reporting: Language Arts, Mathematics, History/Social Studies and Science

The following lists indicate what evidence a teacher will collect in preparation for using the standards-based report card. While it is not required to collect every piece listed below for every student, these pieces of evidence will create a well-rounded picture of your student's progress towards meeting grade-level standards.

Language Arts:

- Screening/Diagnostic/Benchmark:
 - ◊ CBM Curriculum Based Measurements Fluency
 - ◊ Accelerated Reader STAR Assessments
 - ◊ iReady Diagnostic
 - ◊ Anecdotal records
 - ◊ end of unit assessments
- Writing samples - prompts



Mathematics:

- Benchmark/Diagnostic:
 - ◊ District Assessments
 - ◊ End of unit assessments
 - ◊ Quick checks
 - ◊ Performance Tasks
 - ◊ Teacher-created essential standards assessments
 - ◊ Performance Tasks

History/Social Studies and Science:

- Student response to teacher made prompts or questions (Responses can be in written form, drawings and diagrams, teacher scripting or recording sheets provided in the curriculum.)
- Work from in-class investigations/projects
- End of unit benchmark assessments

The Reading Success Indicators:

Reading Fluency Rate – Fluency is the ability to read text quickly, accurately, and with proper expression. Expressing language features include appropriate phrasing, intonation, and rhythm. Text fluency progresses in stages after a student is automatically able to recognize letter names, sounds, and words. Scientific-based research reviews (Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Institute of Child Health and Human Development, 2000) have established that reading fluency is a *critical component* of learning to read and that an effective reading program needs to include instruction in fluency. We measure fluency to make sure students are reaching suggested baseline marks that are recommended by this research.



Reading Accuracy Rate – Fluent readers decode words accurately and automatically, without (or with minimal) use of their attention towards decoding. Research indicates that students need to be able to read accurately above 90% of the words they run across in order to be able to comprehend well

AR STAR Scaled Score – (**1st graders must know 80-90 sight words to take measurement**) The most important score that STAR reports is the scaled score. This score is used like a ruler, ranging from 0 to 1400. A student's scaled score is the raw score the student attained based upon the difficulty of questions the student was given and whether or not they answered those questions correctly. The harder the test question, the larger the number on the scale can be achieved. The Redding School District benchmark numbers are set at the 42nd percentile of what is typically normal for students at that grade during that time of the year tested. This correlates fairly well with their projected ability to pass the state test or to be on track to pass.

AR Independent Reading – Reading is a skill and, as with every skill, it requires not just instruction but practice. Practice does not automatically lead to growth, however. To be effective, practice must have certain attributes; it must be at the right level of difficulty, cover a sufficient amount of time, be guided by the instructor, and be enjoyable enough to sustain. We report two scores that should help us determine how practice is going with your child

% of Goal Met – We set personalized goals with students based on the amount of time available in the classroom to read and the student reading level. We can track the amount of practice based on points.

% questions correct – There is a flood of research about the critical role that reading practice plays in building reading skills and preparing them for college. **But a more critical point** is about how well they practice. If they do not comprehend what they are reading, then their practice is not serving them at the highest level. We use this data to guide students with book choice and comprehension strategies.

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.

