



6th Grade Power Standards

ENGLISH LANGUAGE ARTS

EOY Fluency - WPM	Standardized Test Score EOY Benchmarks	Reading Levels / Benchmarks
141-166 wpm	MAP Spring Median: 218	W X AR: 4.0 and above Lexile: 925L to 1070L

Foundational Skills

Applies Grade Level Phonics, Decoding Skills, and Fluency

RL/RI: 6.4 L: 6.4

- Constructs meaning of grade level vocabulary by applying context clues and knowledge of roots and affixes
- Reads with fluency and prosody to support comprehension

Literature and Informational Text

Applies Comprehension Strategies to Read and Comprehend a Variety of On-Level Books Independently With Purpose and Understanding

RL/RI: 6.1, 6.2, 6.5, 6.7, 6.8, 6.9, 6.10 L: 6.5, 6.6

- Compares, Contrasts and Analyzes Reading Strategies (Visualizing, Prior Knowledge, Making Connections, Making Predictions, Questioning, Summarizing, Determining Importance, Inferring, Evaluating, Synthesizing)
- Identifies genres of text
- Participates as a knowledgeable, reflective and creative member of a variety of literacy discussions
- Develops pre-reading, during reading, and post-reading strategies to increase comprehension
- Uses detail from the text to interpret cause and effect
- Analyzes author's purpose in a variety of texts and media
- Evaluates accuracy of information in a variety of texts both printed and online
- Identify and explain literary techniques of simile, metaphor, personification and idiom
- Uses details to interpret meaning using evidence from the text
- Determine theme or central idea of a text and how it is conveyed through particular details
- Independent Reading Goal

Recognizes Interaction of the Elements of Texts

RL/RI: 6.3,6.6

- Identifying and evaluate the climax and resolution of a text
- Identifies and analyzes interactions of characters and how they change within a text
- Determine and/or compare author's viewpoints
- Analyzes purposes of media messages/propaganda
- Recognize and interpret grade level text features

WRITING

Production and Distribution of Writing

Writes For a Variety of Purposes / Types

W: 6.1, 6.2, 6.3, 6.4, 6.7, 6.8, 6.9, 6.10

- States an opinion by providing introduction, reasons and conclusion
- Writes informative text by supplying facts, details and concluding statement
- Writes a narrative text using sequence, details, purposeful dialogue, point of view and conclusion
- Conducts short research projects that use several sources to build knowledge
- Correctly uses citations and bibliography in writing
- Synthesizes information from credible sources to support writing
- Establish and maintain a formal style (APA, MLA)
- Uses precise language and domain specific vocabulary to enhance writing

Understands and Uses the Writing Process

W: 6.5, 6.6

- Utilizes grade level writing process: Ideas, Draft, Edit, Revise, Publish
- Utilizes a variety of digital tools to produce and publish writing

Demonstrates Proper Use of Standard English Grammar and Usage

L: 6.1

- Uses subjective, objective, intensive and possessive pronouns
- Consistently utilizes correct pronouns in writing

Demonstrates Proper Use of English Capitalization, Punctuation, and Spelling.

L: 6.2, 6.3

- Consults a wide range of reference materials, including online sources, to check spelling and grammar
- Appropriately uses commas in writing
- Demonstrates proficiency in capitalization, punctuation and spelling when writing
- Varies sentence patterns for meaning and style
- Maintains consistency in style and tone

MATH

Ratios and Proportional Relationships

6.RP

- Uses ratio reasoning to solve problems

The Number System

6.NS

- Computes fluently with multi-digit numbers
- Performs math operations using fractions, decimals, and percents

Expressions and Equations

6.EE

- Uses algebraic reasoning to solve one variable equations and inequalities

Geometry

6.G

- Solves problems involving area, volume, and surface area

Statistics and Probability

6.SP

- Develops an understanding of statistical variability and data distributions

SCIENCE

Understands Earth Science

Develops an understanding of earth's place in the universe

MS-ESS1-1; MS-ESS1-2; MS-ESS1-3; MS-ESS1-4

- Develops and uses a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- Develops and uses a model to describe the role of gravity in the motions within galaxies and the solar system
- Analyzes and interprets data to determine scale properties of objects in the solar system.
- Reads and understands grade level informational text

Evaluates how earth and human activities have affected the earth's distribution of resources and temperature

MS-ESS3-3; MS-ESS3-4; MS-ESS3-5

- Constructs a scientific explanation based on evidence for how the uneven distributions of Earth's resources are the result of past and current geoscience processes
- Applies scientific principles to design a method for monitoring and minimizing a human impact on the environment
- Constructs an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems
- Asks questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century
- Reads and understands grade level informational text

Understands Physical Science

Assesses how forces exerted on an object change and affect its motion

MS-PS2-2; MS-PS2-4; MS-PS2-5

- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects
- Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact

Applies STEAM processes and concepts

Constructs and evaluates competing solutions to determine the best suited to the criteria and constraints of a problem

MS-ETS1-1; MS-ETS1-2; MS-ETS1-3; MS-ETS1-4

- Defines the criteria and constraints of a design problem with sufficient precision to ensure a successful solution
- Evaluates competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem
- Analyzes data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
- Develops a model to generate data for repeated testing and modification such that an optimal design can be achieved
- Reads and understands grade level informational text

SOCIAL STUDIES

Integration of Knowledge and Ideas of World History:

CCSS.ELA-LITERACY.RH.6-8.7

CCSS.ELA-LITERACY.RH.6-8.8

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.
- Analyze Reasons for The Enlightenment
- Analyze Cause and Effect The French Revolution
- Cause and Effect of: Immigration, Industrialization, and Urbanization
- Examine Reasons For Westward Expansion before the Civil War
- Analyze Causes, Conflicts, Consequences of The Civil War

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.9

CCSS.ELA-LITERACY.RH.6-8.1

CCSS.ELA-LITERACY.RH.6-8.2

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 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).

PHY. ED.

Healthy Lifestyles and Activities

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

- Dribble a ball while protecting the ball with my opposite arm
- Do one-foot glide and do a controlled stop while roller-skating
- Return to a starting position while playing a net sport

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

- Prepare my body for physical activity and the prevention of injury
- Describe correct form for a sport-specific skill

Participates regularly in physical activity

- Be more aware of opportunities in the community that are specific towards my interests

Achieves and maintains a health enhancing level of physical fitness

- Perform a physical test with correct form

Exhibits responsible personal and social behavior that respects self and others in physical activity setting

- Be responsible for my own actions regarding safety and classroom procedures
- Use my time wisely to practice a skill or increase my fitness level
- Act with self-control during any conflict that may arise

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- Explain the benefit of regular physical activity and how it relates to my overall health. (Physical, mental and emotional)

ART

Standard 1: Can understand & implement the elements, principles and art vocabulary.

- I can understand the different era's of art.
- I can understand new terms and apply them to the projects.
- I can understand the elements of art.
- I can understand the principles of art.

Standard 2: Can apply new skills & techniques for materials used.

- I can explain my artwork and why I decided to create it.
- I can come up with multiple ideas before starting a project.
- I can apply new skills to new materials.
- I can understand how to use recycled materials.

Standard 3: Can communicate through or about art using analyzation, reflections & critiques.

- I can work well in a group to create a project.
- I can give positive feedback to my peers.
- I can give feedback about other introduced artist's work.
- I can critique my own work and discuss my decisions in doing it the way I did.

Standard 4: Can create art that has a finished presentation quality.

- I can create a finished quality piece of artwork.
- I can describe my own personality through my art.
- I can create a unique piece of art.
- I can create a digital art portfolio.