



# Sixth Grade Priority Standards

## READING: Literature

- RL1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL2** 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.
- RL3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- RL4** 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.

## READING: Informational Text

- RI1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text \*.
- RI2** Determine a central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from person opinions or judgments.
- RI3** Analyze in detail how a key individual, event, or idea is introduced, illustrated and elaborated in a text (e.g., through examples or anecdotes).
- RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

## WRITING

- W1** Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence A. Introduce 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.
- W2** 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; 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.
- W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## SPEAKING AND LISTENING

- SL1** 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.

#### LANGUAGE

- L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and context, choosing flexibly from a range of strategies.
- L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L6** 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.

#### MATH: Geometry

- G1** 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.

#### MATH: Ratios and Proportions

- RP1** Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. 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."
- RP2** Understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a unit rate  $a/b$  associated with a ratio  $a:b$  with  $b \neq 0$  ( $b$  not equal to zero), 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." (Expectations for unit rates in this grade are limited to non-complex fractions.)
- RP3** Understand ratio concepts and use ratio reasoning to solve problems. 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.

#### MATH: Number Systems

- NS1** Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, 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?
- NS2** Compute fluently with multi-digit numbers and find common factors and multiples. Fluently divide multi-digit numbers using the standard algorithm.
- NS3** Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
- NS4** Compute fluently with multi-digit numbers and find common factors and multiples. 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  $4(9 + 2)$ .

**NS5** Apply and extend previous understandings of numbers to the system of rational numbers. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

### **MATH: Expressions and Equations**

**EE1** Apply and extend previous understandings of arithmetic to algebraic expressions. Write and evaluate numerical expressions involving whole-number exponents.

**EE2** Apply and extend previous understandings of arithmetic to algebraic expressions. Write, read, and evaluate expressions in which letters stand for numbers.

**EE3** Apply and extend previous understandings of arithmetic to algebraic expressions. 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  $3y$ .

**EE5** Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

### **SOCIAL STUDIES: Geograpy**

**G1** Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment.

### **SOCIAL STUDIES: History**

**H2** Classify series of historical events and developments as examples of change and/or continuity.

**H2** Explain how and why perspectives of people have changed over time.

### **SCIENCE: Earth and Human Activity**

**MS-ES3.1** Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

**MS-ES3.2** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

**MS-ES3.3** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

**MS-ES3.4** Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

**MS-ES3.5** Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.