

Encinitas Union School District



Report Card Resource

Grade 6

Encinitas Union School District - Grade 6 Report Card
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Reading: Literature

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Literature	6.RL.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Recognize explicit textual evidence. Recognize inferences made in text.	Analyze text to cite explicitly stated textual evidence. Analyze text to infer.
	6.RL.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.	Define and understand theme or central ideas. Identify details supporting the main idea or theme. Summarize a text based on facts.	Analyze supporting details. Distinguish between textual facts and personal opinions or judgments. Formulate a summary based on facts from a text.
	6.RL.3 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.	Recall a series of episodes from a particular story or drama. Identify character response or change.	Summarize how a plot unfolds in episodes. Analyze how character(s) respond or change towards resolution.
	6.RL.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.	Identify figurative and connotative words and phrases. Recognize meaning and tone in a text.	Interpret figurative and connotative meanings. Analyze the impact of word choice on meaning and tone.
	6.RL.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.	Define the various structures of literary text. Recognize the theme, setting, or plot.	Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a text. Analyze how particular structure contributes to development of theme, setting, or plot.
	6.RL.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Explain point of view through a narrator or speaker. Explain how an author develops different points of view. Identify details used to develop point of view. Recognize author's strategies to develop point of view.	Compare/contrast point of view of the narrator to characters. Analyze how the author develops these different points of view.
	6.RL.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.	Recognize the differences of multiple text formats - text, audio, visual, live performance. Define compare and contrast.	Evaluate the value of multiple text formats - text, audio, visual, live performance. Compare and contrast what is seen/heard in a text when visually/ auditory presented to what is experienced when read. Determine the similarities and differences of the experience of reading a story, drama, or poem to that of listening or viewing the audio, video, or live version of the text.
Note: No 6.RL.8			

Reading: Literature

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
(Language)	6.RL.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.	Identify the characteristics of different genres. Identify the theme in two or more genres. Identify the topic in two or more genres.	Analyze how stories of different genre approach a similar theme and topic. Compare and contrast how stories of the same genre approach a similar theme and topic.
	6.RL.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.	Identify/understand key ideas and details. Identify/understand craft and structure. Identify/understand integration of knowledge.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge.
	6.L.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.		
	6.L.4a 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.	Identify common context clues.	
	6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Identify and define Greek and Latin affixes and roots.	Determine the meaning of words using context clues or Greek and Latin affixes and roots.
	6.L.4c 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.	Use common print and digital reference materials to find pronunciation, clarification of meaning, or part of speech.	
	6.L.4d 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).		Verify preliminary determination of a word's inferred meaning in context or a dictionary. Choose from a range of vocabulary strategies to determine a word's meaning.
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	6.L.5a Interpret figures of speech (e.g., personification) in context.	Interpret different types of figures of speech.	Analyze text to locate figures of speech.
	6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Distinguish among the different types of word relationships.	Analyze the relationship between particular words.
	6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Define the terms denotations and connotations of words.	Distinguish among the connotations of words with similar denotation.

Reading: Informational

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Informational	6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Identify textual evidence supporting analysis. Recognize textual evidence that supports inferences of text.	Summarize and cite the evidence that supports explicit analysis and inferences. Determine the evidence that supports explicit analysis.
	6.RI.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.	Define and understand influence of personal opinion and judgment when reading. Define the central idea and particular details. Recall central idea devoid of personal opinion and judgment.	Summarize details supporting the central idea in a non-biased summary. Analyze text to determine central idea and supporting details.
	6.RI.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).	Identify key individuals, events, and ideas. Define anecdote.	Analyze how key individuals, events, and ideas are introduced, illustrated, and elaborated. Analyze evidence in text.
	6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Identify figurative, connotative, and technical words and phrases.	Determine the meaning of figurative, connotative, and technical words and phrases.
	6.RI.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.	Recognize text structure through chronology, comparison, cause/effect, and problem/solution.	Analyze how particular sentences, paragraphs, chapters, or sections fit textual structure. Analyze how particular sentences, paragraphs, chapters, or sections contribute to idea development.
	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Identify details or examples developing the point of view or purpose. Determine author's point of view or purpose.	Explain how the author conveys his/her point of view.
	6.RI.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.	Access information from different media, formats, or texts. Identify topic and issue.	Integrate information from various media, formats, or texts. Demonstrate understanding using information from various media/ formats.
	6.RI.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.	Identify arguments and claims of a text. Identify reasons and evidence. Define argument and claim.	Summarize the argument and specific claims. Evaluate the argument and claims for support. Distinguish between supported and unsupported claims. Trace the argument and specific claims.
	6.RI.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).	Identify events common in two or more texts.	Identify author's presentation of events. Compare/contrast the events depicted by different authors.
	6.RI.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding	Identify key ideas, details, craft, structure, and integration of knowledge.	Comprehend key ideas, details, craft, structure, and integration of

Reading: Informational

(Language)	as needed at the high end of the range.		knowledge.
	6.L.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.		
	6.L.4a 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.	Identify common context clues.	
	6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Identify and define Greek and Latin affixes and roots.	Determine the meaning of words using context clues or Greek and Latin affixes and roots.
	6.L.4c 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.	Use common print and digital reference materials to find pronunciation, clarification of meaning, or part of speech.	
	6.L.4d 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).		Verify preliminary determination of a word's inferred meaning in context or a dictionary. Choose from a range of vocabulary strategies to determine a word's meaning.
	6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	6.L.5a Interpret figures of speech (e.g., personification) in context.	Interpret different types of figures of speech.	Analyze text to locate figures of speech.
	6.L.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Distinguish among the different types of word relationships.	Analyze the relationship between particular words.
	6.L.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).	Define the terms denotations and connotations of words.	Distinguish among the connotations of words with similar denotation.

Writing: Text Types

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Writing			
Text Types Text Types: Argument/Opinion Text Type: Informative/Explanatory	6.W.1 Write arguments to support claims with clear reasons and relevant evidence.		
	6.W.1a Introduce claim(s) and organize the reasons and evidence clearly.	Organize reasons and evidence with support.	
	6.W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Identify credible sources. Recognize claims, relevance, and evidence.	Evaluate credibility of sources used. Evaluate relevance of the evidence. Demonstrate topical understanding. Clarify relationships among claims and reasons. Write an argument including organization of reasons and evidence with credible sources.
	6.W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Recognize words, phrases, and clauses showing relationships among claims.	
	6.W.1d Establish and maintain a formal style.	Identify and define formal style.	Establish and maintain a formal style. Write an argument that establishes and maintains a formal style.
	6.W.1e Provide a concluding statement or section that follows from and supports the argument presented.	Explain the argument presented.	Plan a concluding statement following the argument. Write an argument including an introduction and concluding statement.
	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		
	6.W.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		Plan a concluding statement following the argument. Write with text selection, organization, and analysis in mind. Introduce, organize, and develop a topic with relevant facts, definitions, concrete details, quotations, examples, and other information. Use formatting, graphics, and multimedia to aid comprehension.
	6.W.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Identify relevant facts, definitions, concrete details, quotations, and examples.	
	6.W.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	Identify transitions that clarify idea and concept relationships.	Select transitions that clarify relationships. Use transitions to clarify the relationships between ideas and concepts.
	6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Identify precise language and domain-specific vocabulary.	Determine when to use precise language and domain-specific vocabulary to inform or explain. Use precise language and domain-specific vocabulary to inform or explain.

Writing: Text Types

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Text Type: Narrative	6.W.2e Establish and maintain a formal style.	Identify formal styles of writing.	Establish and maintain a formal style. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style.
	6.W.2f Provide a concluding statement or section that follows from the information or explanation presented.		Establish and maintain a formal style. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, maintaining a formal style.
	6.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.		
	6.W.3a 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.	Identify the characteristics of a narrative. Identify ways authors engage reader.	Analyze effective organizational patterns and conclusions. Write a narrative using techniques to engage the reader and establish context. Write a narrative that engages and establishes a context. Write a narrative that uses dialogue and description to develop experiences, events, and characters.
	6.W.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.		Analyze narrative techniques of dialogue, pacing, and description. Compare/contrast relevant and irrelevant details in developing experiences, events, and character. Write a narrative using precise words, details, and language to develop experiences and events.
	6.W.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	Identify how writers use transitional words to signal change.	Write a narrative that uses transitions to convey sequence and signal shift.
	6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.		Write a narrative that uses precise, descriptive sensory language.
	6.W.3e Provide a conclusion that follows from the narrated experiences or events.		Write a narrative that provides a conclusion.

Writing: Process

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Writing Process	6.W.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.)		Analyze the reason for writing to decide on task, purpose, or audience. Determine suitable idea development, organization, and style strategies. Produce clear and coherent writing with idea development, organization, and style.
	6.W.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.)	With some guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach. With some guidance and support from peers and adults, know how to edit for conventions.	With some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting or trying a new approach.
	6.W.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.	Know how to download, save, upload, and attach documents. Select tools for communicating and collaborating.	Evaluate technology tools for collaborating, producing, and publishing writing. Use technology to collaborate, produce, and publish writing. Use keyboarding skills to type at least three pages in a single sitting.
	6.W.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Select appropriate research and inquiry methods. Select multiple resources to conduct short research projects.	Evaluate sources to answer a research question. Narrow/refocus the inquiry by selecting information from multiple sources. Conduct a short research project to answer a question.
	6.W.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.	Recognize a credible source. Define plagiarism. Quote information from a source. Identify basic bibliographic information.	Summarize information from print and digital sources. Assess the credibility of each source. Paraphrase and credit sources to avoid plagiarism. Provide basic bibliographic information.
	6.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
	6.W.9a 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”).	Identify key ideas and details to support conclusions in literature. Cite textual evidence to analyze explicit text in literature read.	Draw evidence as support for research from the literature text. Analyze key ideas and details in literature as evidence of understanding text. Reflect on key ideas and details as evidence of understanding literature text.

Writing: Process

Common Core Standards	Skills and Content Acquisition	Analysis and Application
6.W.9b 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”).	Identify claims, in nonfiction, that are supported by reasons and evidence and those that are not. Cite textual evidence to evaluate the argument and specific claims.	Draw evidence as support for research from the nonfiction text. Analyze the reasons and evidence supporting the claims. Reflect on the arguments/claims to determine if they are supported or not.
6.W.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.	Identify task, purpose, and audience for various types of writing. Identify and understand the various organizational structures.	Determine when to write for short or extended time frames. Determine appropriate organizational structure for various writing. Write for various tasks, purposes, and audiences for short or extended time frames. Write for a range of discipline-specific tasks, purposes, and audiences.

Writing: Language Conventions

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Conventions	6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	6.L.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	Recognize pronoun case: subjective, objective, possessive.	Place pronouns in the proper case.
	6.L.1b Use intensive pronouns (e.g., myself, ourselves).	Recognize intensive pronouns (myself and ourselves).	Use intensive pronouns.
	6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.	Recognize shifts in pronoun number and person.	Correct shifts in pronoun number and person. Use correct pronoun number and person.
	6.L.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Recognize vague pronouns.	Correct vague pronouns.
	6.L.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Recognize variations from standard English.	Use correct vague pronoun variations when speaking. Demonstrate command of standard English grammar and usage when writing. Demonstrate command of standard English grammar and usage when speaking. Use strategies to improve expression in conventional language.
	6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	6.L.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	Recognize correct capitalization, punctuation, and spelling. Use proper punctuation for nonrestrictive/parenthetical elements (commas, parentheses, dashes)	Apply spelling rules.
	6.L.2b Spell correctly, consulting references as needed.		Apply spelling rules.
	L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	6.L.3a Vary sentence patterns for meaning, reader/listener interest, and style.	Recognize language conventions for writing, speaking, reading, and listening. Recognize various sentence patterns.	Apply knowledge of language conventions when writing, reading, and listening. Determine when to vary sentence patterns for meaning, reader/listener interest, or style. Use knowledge of language and conventions when speaking. Vary sentence patterns for meaning, listener interest, and style.
	6.L.3b Maintain consistency in style and tone.	Recognize language conventions for writing, speaking, reading, and listening. Recognize style and tone.	Apply knowledge of language conventions when writing, reading, and listening. Maintain consistency in style and tone when writing. Use knowledge of language and conventions when speaking. Maintain consistency in style and tone while speaking.

Writing: Language Conventions

Common Core Standards	Skills and Content Acquisition	Analysis and Application
<p>6.L.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.</p>	<p>Identify general academic and domain-specific words and phrases. Gather vocabulary knowledge important to comprehension or expression.</p>	<p>Accurately use words important to the comprehension of general academic and domain-specific words. Apply vocabulary knowledge when considering words important to comprehension of expression. Select appropriate resources to aid in gathering vocabulary knowledge.</p>

Ratios and Proportional Relationships

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Mathematics and Mathematical Practices			
Ratios and Proportional Relationships	6.RP.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.”	Write ratio notation- a:b, a to b, a/b. Know order matters when writing a ratio. Know ratios can be simplified. Know ratios compare two quantities; the quantities do not have to be the same unit of measure. Recognize that ratios appear in a variety of different contexts; part- to whole, part-to-part, and rates.	Generalize that all ratios relate two quantities or measures within a given situation in a multiplicative relationship. Analyze your context to determine which kind of ratio is represented.
	6.RP.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	Identify and calculate a unit rate. Use appropriate math terminology as related to rate.	Analyze the relationship between a ratio $a:b$ and a unit rate a/b where $b \neq 0$.
	6.RP.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.		
	6.RP.3a: Make tables of equivalent ratios relating quantities with whole-number measurements, find the missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Make a table of equivalent ratios using whole numbers. Find the missing values in a table of equivalent ratios. Plot pairs of values that represent equivalent ratios on the coordinate plane.	Use tables to compare proportional quantities.
	6.RP.3b: 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?		Apply the concept of unit rate to solve real-world problems involving unit pricing. Apply the concept of unit rate to solve real-world problems involving constant speed. Solve real-world and mathematical problems involving ratio and rate.
	6.RP.3c: 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.	Know that a percent is a ratio of a number to 100. Find a percent of a number as a rate per 100.	Solve real-world problems involving finding the whole, given a part and a percent.

Ratios and Proportional Relationships

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	6.RP.3d: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		Apply ratio reasoning to convert measurement units in real-world and mathematical problems.

Expressions and Equations

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Expressions and Equations	6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	Write numerical expressions involving whole number exponents. Ex. $3^4 = 3 \times 3 \times 3 \times 3$ Solve order of operation problems that contain exponents.	
	6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.		
	6.EE.2a: Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$.	Use numbers and variables to represent desired operations.	Translating written phrases into algebraic expressions. Translating algebraic expressions into written phrases.
	6.EE.2b: 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.	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient). Identify parts of an expression as a single entity, even if not a monomial.	
	6.EE.2c: 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 $s = \frac{1}{2}$.	Substitute specific values for variables. Evaluate algebraic expressions including those that arise from real-world problems. Apply order of operations when there are no parentheses for expressions that include whole number exponents.	
	6.EE.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	Generate equivalent expressions using the properties of operations.	Apply the properties of operations to generate equivalent expressions.

Expressions and Equations

expression $3y$.		
Common Core Standards	Skills and Content Acquisition	Analysis and Application
6.EE.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.	Recognize when two expressions are equivalent.	Prove that two equations are equivalent no matter what number is substituted.
6.EE.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.EE.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.	Recognize that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Relate variables to a context. Write expressions when solving a real world or mathematical problem.
6.EE.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 non-negative rational numbers.	Define inverse operation. Know how inverse operations can be used in solving one-variable equations.	Apply rules of the form $x + p = q$ and $px = q$, for cases in which p , q , and x are all non-negative rational numbers, to solve real world and mathematical problems; with only one unknown quantity. Develop a rule for solving one-step equations using inverse operations with non-negative rational coefficients. Solve and write equations for real-world mathematical problems containing one unknown.
6.EE.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.	Identify the constraint or condition in a real-world or mathematical problem in order to set up an inequality. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Represent solutions to inequalities of the form $x > c$ or $x < c$, with infinitely many solutions, on number line diagrams.

Expressions and Equations

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	<p>6.EE.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.</p>	<p>Define independent and dependent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another.</p>	<p>Write an equation to express one quantity (dependent) in terms of the other quantity (independent). Analyze the relationship between the dependent variable and independent variable using tables and graphs. Relate the data in a graph and table to the corresponding equation.</p>

The Number System

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
The Number System	6.NS.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, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$.) How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ -cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?	Compute quotients of fractions divided by fractions (including mixed numbers).	Interpret quotients of fractions. Solving word problems involving division of fractions by fractions.
	6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	Fluently divide multi-digit numbers using the standard algorithm with speed and accuracy.	
	6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Fluently divide multi-digit numbers using the standard algorithm with speed and accuracy.	
	6.NS.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 $4(9 + 2)$.	Fluently identify the factors of two whole numbers less than or equal to 100 and determine the greatest common factor. Fluently identify the multiples of two whole numbers less than or equal to 12 and determine the least common multiple.	Apply the distributive property to rewrite addition problems by factoring out the greatest common factor.

The Number System

Common Core Standards	Skills and Content Acquisition	Analysis and Application
<p>6.NS.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.</p>	<p>Identify an integer and its opposite.</p>	<p>Use integers to represent quantities in real world situations. Explain where 0 fits into a situation represented by integers.</p>
<p>6.NS.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.</p>		
<p>6.NS.6a: 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.</p>	<p>Recognize opposite signs of numbers as locations on opposite sides of 0 on the number line.</p>	<p>Reason that the opposite of the opposite of a number is the number itself.</p>
<p>6.NS.6b: 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.</p>	<p>Recognize the signs of both numbers in an ordered pair; indicate which quadrant of the coordinate plane the ordered pair will be located.</p>	<p>Reason that when only the x value in a set of ordered pairs are opposites, it creates a reflection over the y axis. Recognize that when only the y value in a set of ordered pairs are opposites, it creates a reflection over the x axis. Reason that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p>
<p>6.NS.6c: 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.</p>	<p>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.</p>	
<p>6.NS.7 Understand ordering and absolute value of rational numbers.</p>		

The Number System

Common Core Standards	Skills and Content Acquisition	Analysis and Application
<p>6.NS.7a: 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.</p>		<p>Interpret statements of inequality as statements about relative position of two numbers on a number line diagram</p>
<p>6.NS.7b: 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.</p>	<p>Order rational numbers on a number line.</p>	<p>Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>
<p>6.NS.7c: 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.</p>	<p>Identify absolute value of rational numbers.</p>	<p>Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p>
<p>6.NS.7d: 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.</p>		<p>Distinguish comparisons of absolute value from statements about order and apply to real world contexts</p>
<p>6.NS.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.</p>	<p>Calculate absolute value. Graph points in all four quadrants of the coordinate plane.</p>	<p>Solve real-world problems by graphing points in all four quadrants of a coordinate plane. Given only coordinates, calculate the distances between two points with the same first coordinate or the same second coordinate using absolute value</p>

Statistics and Probability

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Statistics and Probability	6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Recognize that data can have variability. Recognize a statistical question (examples versus non-examples)	Apply the technique of using coordinates to find the length of a side of a polygon drawn in the coordinate plane to solve real-world and mathematical problems.
	6.SP.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.	Know that a set of data has a distribution. Describe a set of data by its center. Describe a set of data by its spread and overall shape.	
	6.SP.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.	Recognize there are measures of central tendency for a data set. Recognize there are measures of variances for a data set. Recognize measures of central tendency for a data set; summarize the data with a single number. Recognize measures of variation for a data set; describe how its values vary with a single number.	
	6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Identify the components of dot plots, histograms, and box plots. Find the median, quartile, and interquartile range of a set of data.	Analyze a set of data to determine its variance. Create a dot plot to display a set of numerical data. Create a histogram to display a set of numerical data. Create a box plot to display a set of numerical data.
	6.SP.5 Summarize numerical data sets in relation to their context.		
	6.SP.5a: Reporting the number of operations.	Report the number of observations in a data set or display.	
	6.SP.5b: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Describe the data being collected, including how it was measured and its units of measurement.	
	6.SP.5.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.	Calculate quantitative measures of center. Calculate quantitative measures of variance. Identify outliers.	

Statistics and Probability

	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	6.SP.5d: 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.		Determine the effect of outliers on quantitative measures of a set of data. Choose the appropriate measure of central tendency to represent the data. Analyze the shape of the data distribution and the context in which the data were gathered to choose the appropriate measures of central tendency and variability and justify why this measure is appropriate in terms of the context.

Geometry

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Geometry	6.G.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.	Recognize and know how to compose and decompose polygons into triangles and rectangles.	Compare the area of a triangle to the area of the composed rectangle. Apply the techniques of composing and/or decomposing to find the area of triangles, special quadrilaterals, and polygons to solve mathematical and real-world problems. Discuss, develop, and justify formulas for triangles and parallelograms.
	6.G.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 $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Know how to calculate the volume of a right rectangular prism.	Apply volume formulas for right rectangular prisms to solve real-world and mathematical problems involving rectangular prisms with fractional edge lengths. Model the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths.
	6.G.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.	Draw polygons in the coordinate plane. Use coordinates (with the same x-coordinate or the same y-coordinate) to find the length of a side of a polygon.	Apply the technique of using coordinates to find the length of a side of a polygon drawn in the coordinate plane to solve real-world and mathematical problems.
	6.G.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.	Know that nets can represent 3-D figures.	Represent three-dimensional figures using nets made up of rectangles and triangles. Apply knowledge of calculating the area of rectangles and triangles to a net, and combine the areas for each shape into one answer representing the surface area of a three-dimensional figure. Solve real-world and mathematical problems involving surface area using nets.

Reading Literature Rubric 4-6

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
B-Meets Expectations	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
C-Below Expectations	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
D-Far Below Expectations	<p>At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	<p>At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge

Reading Informational Rubric 4-6

	Skill Acquisition	Analysis and Application
A-Exceeds Expectations	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
B-Meets Expectations	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
C-Below Expectations	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
D-Far Below Expectations	<p>At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	<p>At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text

Writing Opinion/Argument Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	<ul style="list-style-type: none"> • Defines point of view and independently identifies and selects an insightful personal opinion or argument to address 	<ul style="list-style-type: none"> • The opinion or point of view is skillfully stated using advanced writing skills and vocabulary • Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion • Linking words and phrases are used creatively to connect multiple opinions and reasons
B - Meets Expectations	<ul style="list-style-type: none"> • Defines point of view and selects a personal opinion or argument to address from provided prompts 	<ul style="list-style-type: none"> • The opinion or point of view is clearly stated using grade-level writing skills and vocabulary • Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion • Linking words and phrases are used effectively to connect opinions and reasons
C - Below Expectations	<ul style="list-style-type: none"> • Requires guidance and support to define point of view and select a personal opinion or argument 	<ul style="list-style-type: none"> • The opinion or argument is not clearly stated • Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic • Few, if any linking words and phrases are used to connect opinions and details
D - Far Below Expectations	<ul style="list-style-type: none"> • Is unable to define point of view and select a personal opinion 	<ul style="list-style-type: none"> • An opinion or argument is not stated • Organization shows no evidence of grade-level writing skills • Little or no details and reasons are provided to support opinion

Writing Informative/Explanatory Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A-Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details • Related information is extensive and skillfully grouped • Illustrations, charts, or tables are included to aid comprehension • The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion • Linking words and phrases demonstrate advanced vocabulary to connect ideas
B-Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details • Related information is grouped • Illustrations are included to aid comprehension • The topic is organized with a clear topic sentence, supporting details, and conclusion • Grade-level appropriate linking words and phrases are used to connect ideas
C-Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is not clearly developed and supported with appropriate facts, definitions, and details • Grouping of related information is unclear and lacks organization • Illustrations may not be included and do not clearly support the topic • The topic is not clearly and sequentially organized, and some details may be off-topic • Few, if any appropriate linking words and phrases are used to connect ideas
D-Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is undeveloped and difficult to identify • Related information is not grouped together • Illustrations are absent or unclearly related to the topic • There is little evidence of sequential organization and structure or use of grade-level vocabulary

Writing Narrative Text Type Rubric 4-6

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	<ul style="list-style-type: none"> • Independently identifies an experience or situation, real or imagined, to write about • Chooses relevant details that correspond to the chosen event • If grade-level appropriate, defines narrator and character, and identifies story elements and structure 	<ul style="list-style-type: none"> • The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression • The narrative engagingly recounts several events with supporting details • Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure • Expressive language shows emotion, enthusiasm, or individuality • If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings
B- Meets Expectations	<ul style="list-style-type: none"> • Identifies an experience or situation, real or imagined, to write about • Chooses relevant details that correspond to the chosen event • If grade-appropriate, defines narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> • The narrative establishes a clearly defined situation or experience (real or imagined) • The narrative recounts several events with supporting details • Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure • Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings • If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings
C- Below Expectations	<ul style="list-style-type: none"> • Needs guidance to identify an experience or situation, real or imagined, to write about • Needs guidance to choose relevant details that correspond to the event • If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> • The situation or event is established but not clearly defined. • Some events are recounted but not clearly sequenced or supported with details • The organization, sequences, and closure may be confusing • There is minimal use of descriptive language • If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot
D- Far Below Expectations	<ul style="list-style-type: none"> • Is unable to identify and experience or situation, real or imagined, to write about • Is unable to choose relevant details that correspond to an event • If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure 	<ul style="list-style-type: none"> • A situation or event is not introduced • The narrative lacks related events and is not sequenced in a logical order • Closure is not attempted or identifiable • There is no use of descriptive language • If grade-level appropriate, there is no attempt to introduce characters or use dialogue

Writing Process- 4-6

	Skill Acquisition	Skill Application
A- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of writer’s point of view, and writer’s purpose. • Demonstrate a strong understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates a strong understanding of fact and opinion. • Demonstrates a strong understanding of organizational structures in writing. • In 6th grade has a strong ability to recognize credible sources. • Demonstrate a strong understanding of the purpose of a concluding statement or paragraph. 	<ul style="list-style-type: none"> • Skillfully produce written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is strongly stated and skillfully conveys ideas beyond grade-level expectations. • The text is skillfully organized (introduction, supporting details and conclusion) and supports the writer’s purpose. • Reasons are solidly supported by clearly defined details. In 6th grade provide evidence with credible sources. • Writing is skillfully linked using above grade level words, phrases, and clauses. • Advanced grade-level appropriate vocabulary, grammar, mechanics, spelling and usage are present. • A concluding statement clearly related and thesis restated.
B- Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of writer’s point of view, and writer’s purpose. • Demonstrates an understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates an understanding of organizational structures in writing. • In 6th grade recognize credible sources. • Demonstrate an understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Produces written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is clearly stated. • The text is well organized (introduction, supporting details and conclusion) and supports the writer’s purpose. • Reasons are supported by facts and details. In 6th grade provide evidence with credible sources. • Writing is linked using grade level appropriate words, phrases, and clauses. • Grade level appropriate vocabulary, grammar, mechanics, spelling and usage are present. • A concluding statement related to and restates the thesis.
C- Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of writer’s point of view, and writer’s purpose. • Demonstrates little understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • In 6th grade little recognition credible sources. • Demonstrate little understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is emerging but inconsistent. Topic is unclearly stated. • The topic does not clearly state an opinion, or argument. • The text is not well organized (introduction, supporting details and conclusion), or is missing a component that supports the writer’s purpose. • Reasons are not well supported by facts and details. In 6th grade provide evidence with credible sources. • Writing is not linked, or use few grade-level appropriate words, phrases, and clauses. • Vocabulary, grammar, mechanics, spelling and usage are inconsistent with grade level expectations. • A concluding statement is weakly stated or not present.
D- Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates little to no understanding of writer’s point of view, and writer’s purpose. • Demonstrates little to no understanding of various writing genres (opinion/argument, informative/explanatory, narrative). • Demonstrates little to no understanding of organizational structures in writing. • In 6th grade cannot recognize credible sources. • Demonstrate no understanding of the purpose of a concluding statement. 	<ul style="list-style-type: none"> • Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is inconsistent or not present. Topic is unclearly or not stated. • The text is disorganized (introduction, supporting details and conclusion), or is missing components that support the writer’s purpose. Topic is undeveloped or difficult to identify. • Reasons are loosely, or unsupported, by facts and details. In 6th grade provide evidence with credible sources. • Writing is not well linked and does not use grade level appropriate words, phrases, and clauses. • Grade level appropriate vocabulary, grammar, mechanics, spelling and usage is not present. • A concluding statement not present or unrelated to the thesis.

Written Conventions 4-6

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	<ul style="list-style-type: none"> • Consistently uses advanced punctuation and grammar • Spells correctly using advanced vocabulary. • Writing/final product is always neat and legible. 	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
B- Meets Expectations	<ul style="list-style-type: none"> • Minimal errors in grade-level punctuation, grammar, and spelling. • Effective choice of vocabulary • Writing is legible 	Edits and revises written work to meet grade-level expectations
C- Approaches Expectations	<ul style="list-style-type: none"> • Inconsistent use of correct punctuation and grammar • Spelling errors sometimes interfere with understanding • Writing is often illegible 	Edits and revises written work inconsistently and needs support
D- Below Expectations	<ul style="list-style-type: none"> • Consistent use of incorrect punctuation and grammar • Spelling errors interfere with understanding. • Written work is illegible and interferes with understanding 	Final product has frequent unedited errors

Oral Language Speaking/Listening- 4-6

Skill Acquisition		Analysis and Application	
A- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates strong command of grade level appropriate oral language skills. 	<ul style="list-style-type: none"> • Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations. 	
B- Meets Expectations	<ul style="list-style-type: none"> • Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships. • Identify grade level appropriate 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. • Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> • Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships. • Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings. • Create visual displays 	
C- Below Expectations	<ul style="list-style-type: none"> • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English, based on appropriate grade level standard. • Identify main idea, a topic, facts, and descriptive details of oral/media presentations. 	<ul style="list-style-type: none"> • Orally perform a clear presentation based on grade level specific criteria. • Use and recognize formal and informal speech appropriately with corresponding volume. • Listen actively to discussions and presentations. 	<ul style="list-style-type: none"> • At times, needs support in order to present and communicate effectively.
D- Far Below Expectations	<ul style="list-style-type: none"> • Acquisition of oral language is far below the grade level standards. 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to present and communicate effectively. 	

Math Grade Ratios and Proportional Relationships (RP) - 6th

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	Consistently demonstrates a deep understanding of ratio concept and ratio reasoning including: <ul style="list-style-type: none"> • Ratio notation • Identifying and calculating a unit of rate • Use of appropriate math terminology • Plotting pairs of values in a table of equivalent ratios • Percentages 	Consistently demonstrates advanced thinking and solves higher level problems to: <ul style="list-style-type: none"> • Analyze relationships between ratios • Compare proportional quantities • Apply the concept of unit rate to solve real-world problems involving unit pricing, constant speed, and ratio and rate. • Apply ratio reasoning to convert measurement units in real-world and mathematical problems • Solve real-world problems involving finding the whole, given a part, and a percent.
B - Meets Expectations	Demonstrates an understanding of ratio concept and ratio reasoning including: <ul style="list-style-type: none"> • Ratio notation • Identifying and calculating a unit of rate • Use of appropriate math terminology • Plotting pairs of values in a table of equivalent ratios • Percentages 	Effectively solves grade level problems to: <ul style="list-style-type: none"> • Analyze relationships between ratios • Compare proportional quantities • Apply the concept of unit rate to solve real-world problems involving unit pricing, constant speed, and ratio and rate. • Apply ratio reasoning to convert measurement units in real-world and mathematical problems • Solve real-world problems involving finding the whole, given a part, and a percent.
C - Below Expectations	Shows an inconsistent understanding of ratio concept and ratio reasoning including: <ul style="list-style-type: none"> • Ratio notation • Identifying and calculating a unit of rate • Use of appropriate math terminology • Plotting pairs of values in a table of equivalent ratios • Percentages 	Attempts inconsistently to solve grade level problems to: <ul style="list-style-type: none"> • Analyze relationships between ratios • Compare proportional quantities • Apply the concept of unit rate to solve real-world problems involving unit pricing, constant speed, and ratio and rate. • Apply ratio reasoning to convert measurement units in real-world and mathematical problems • Solve real-world problems involving finding the whole, given a part, and a percent.
D - Far Below Expectations	Does not demonstrate understanding of ratio concept and ratio reasoning including: <ul style="list-style-type: none"> • Ratio notation • Identifying and calculating a unit of rate • Use of appropriate math terminology • Plotting pairs of values in a table of equivalent ratios • Percentages 	Is unable to: <ul style="list-style-type: none"> • Analyze relationships between ratios • Compare proportional quantities • Apply the concept of unit rate to solve real-world problems involving unit pricing, constant speed, and ratio and rate. • Apply ratio reasoning to convert measurement units in real-world and mathematical problems • Solve real-world problems involving finding the whole, given a part, and a percent.

Math Expressions and Equations (EE) - 6th

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	Consistently demonstrates a deep understanding of: <ul style="list-style-type: none"> • Written numerical expressions using mathematical terms • Numbers and variables to represent desired operations and real-world problems • The order of operations • Algebraic expressions including those that arise from real world problems • Inverse operations 	Consistently demonstrates advanced thinking and solves higher level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions • Solve one-variable equations and inequalities • Represent and analyze quantitative relationships between dependent and independent variables • Solve and write equations for real-world mathematical problems containing one unknown
B - Meets Expectations	Demonstrates an understanding of: <ul style="list-style-type: none"> • Written numerical expressions using mathematical terms • Numbers and variables to represent desired operations and real-world problems • The order of operations • Algebraic expressions including those that arise from real world problems • Inverse operations 	Effectively solves grade level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions • Solve one-variable equations and inequalities • Represent and analyze quantitative relationships between dependent and independent variables • Solve and write equations for real-world mathematical problems containing one unknown
C - Below Expectations	Shows an inconsistent understanding of: <ul style="list-style-type: none"> • Written numerical expressions using mathematical terms • Numbers and variables to represent desired operations and real-world problems • The order of operations • Algebraic expressions including those that arise from real world problems • Inverse operations 	Attempts inconsistently to solve grade level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions • Solve one-variable equations and inequalities • Represent and analyze quantitative relationships between dependent and independent variables • Solve and write equations for real-world mathematical problems containing one unknown
D - Far Below Expectations	Does not demonstrate understanding of: <ul style="list-style-type: none"> • Written numerical expressions using mathematical terms • Numbers and variables to represent desired operations and real-world problems • The order of operations • Algebraic expressions including those that arise from real world problems • Inverse operations 	Is unable to: <ul style="list-style-type: none"> • Apply and extend previous understandings of arithmetic to algebraic expressions • Solve one-variable equations and inequalities • Represent and analyze quantitative relationships between dependent and independent variables • Solve and write equations for real-world mathematical problems containing one unknown

Math Grade Number System (NS) - 6th

	Skill Acquisition	Analysis and Application
A - Exceeds Expectations	Consistently demonstrates a deep understanding of: <ul style="list-style-type: none"> • Fluent computation of multi-digit numbers and identification of common factors and multiples • Fluent division of multi-digit numbers using standard algorithm • Ordering of rational numbers and integers on a number line and coordinate plane 	Consistently demonstrates advanced thinking and solves higher-level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Apply and extend previous understandings of numbers to the system of rational numbers • Write, interpret, and explain statements of order for rational numbers in real-world contexts • Solve real-world problems by graphing points in all four quadrants of a coordinate plane
B- Meets Expectations	Demonstrates an understanding of: <ul style="list-style-type: none"> • Fluent computation of multi-digit numbers and identification of common factors and multiples • Fluent division of multi-digit numbers using standard algorithm • Ordering of rational numbers and integers on a number line and coordinate plane 	Effectively solves grade-level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Apply and extend previous understandings of numbers to the system of rational numbers • Write, interpret, and explain statements of order for rational numbers in real-world contexts • Solve real-world problems by graphing points in all four quadrants of a coordinate plane
C- Below Expectations	Shows a limited understanding of: <ul style="list-style-type: none"> • Fluent computation of multi-digit numbers and identification of common factors and multiples • Fluent division of multi-digit numbers using standard algorithm • Ordering of rational numbers and integers on a number line and coordinate plane 	Attempts inconsistently to solve grade level problems to: <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Apply and extend previous understandings of numbers to the system of rational numbers • Write, interpret, and explain statements of order for rational numbers in real-world contexts • Solve real-world problems by graphing points in all four quadrants of a coordinate plane
D-Far Below Expectations	Does not demonstrate understanding of: <ul style="list-style-type: none"> • Fluent computation of multi-digit numbers and identification of common factors and multiples • Fluent division of multi-digit numbers using standard algorithm • Ordering of rational numbers and integers on a number line and coordinate plane 	Is unable to: <ul style="list-style-type: none"> • Apply and extend previous understandings of multiplication and division to divide fractions by fractions • Apply and extend previous understandings of numbers to the system of rational numbers • Write, interpret, and explain statements of order for rational numbers in real-world contexts • Solve real-world problems by graphing points in all four quadrants of a coordinate plane

Math Grade Statistics and Probability (SDP)- 6th

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	<p>Consistently demonstrates a deep understanding of:</p> <ul style="list-style-type: none"> • Statistical variability • Summarization and description of distributions • Identification of components of specific graphs 	<p>Consistently demonstrates advanced thinking and solves higher level problems to:</p> <ul style="list-style-type: none"> • Apply the technique of using coordinates to solve real-world and mathematical problems • Analyze a set of data to determine its variance • Create specific graphs to display a set of numerical data
B- Meets Expectations	<p>Demonstrates an accurate understanding of:</p> <ul style="list-style-type: none"> • Statistical variability • Summarization and description of distributions • Identification of components of specific graphs 	<p>Effectively solves grade level problems:</p> <ul style="list-style-type: none"> • Apply the technique of using coordinates to solve real-world and mathematical problems • Analyze a set of data to determine its variance • Create specific graphs to display a set of numerical data
C- Below Expectations	<p>Demonstrates limited understanding of:</p> <ul style="list-style-type: none"> • Statistical variability • Summarization and description of distributions • Identification of components of specific graphs 	<p>Attempts inconsistently to solve grade level problems:</p> <ul style="list-style-type: none"> • Apply the technique of using coordinates to solve real-world and mathematical problems • Analyze a set of data to determine its variance • Create specific graphs to display a set of numerical data
D- Far Below Expectations	<p>Does not demonstrate an understanding of:</p> <ul style="list-style-type: none"> • Statistical variability • Summarization and description of distributions • Identification of components of specific graphs 	<p>Is unable to:</p> <ul style="list-style-type: none"> • Apply the technique of using coordinates to solve real-world and mathematical problems • Analyze a set of data to determine its variance • Create specific graphs to display a set of numerical data

Math Grade Geometry (G) - 6th

	Skill Acquisition	Analysis and Application
A- Exceeds Expectations	Consistently demonstrates a deep understanding of: <ul style="list-style-type: none"> • The composition and decomposition of polygons into triangles and rectangles • Calculation of volumes of right rectangular prisms • How to draw polygons in the coordinate plane and use coordinates to find the length of a side of a polygon • 3-D figures that can be represented by nets 	Consistently demonstrates advanced thinking and solves higher level problems to: <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume • Discuss, develop and justify formulas for triangles and parallelograms • Apply the technique of using coordinates to solve real-world and mathematical problems.
B- Meets Expectations	Demonstrates an understanding of: <ul style="list-style-type: none"> • The composition and decomposition of polygons into triangles and rectangles • Calculation of volumes of a right rectangular prisms • How to draw polygons in the coordinate plane and use coordinates to find the length of a side of a polygon • That 3-D figures can be represented by nets 	Effectively solves grade level problems to: <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume • Discuss, develop and justify formulas for triangles and parallelograms • Apply the technique of using coordinates to solve real-world and mathematical problems.
C- Below Expectations	Shows an inconsistent understanding of: <ul style="list-style-type: none"> • The composition and decomposition of polygons into triangles and rectangles • Calculation of volumes of a right rectangular prisms • How to draw polygons in the coordinate plane and use coordinates to find the length of a side of a polygon • 3-D figures that can be represented by nets 	Attempts inconsistently to solve grade level problems to: <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume • Discuss, develop and justify formulas for triangles and parallelograms • Apply the technique of using coordinates to solve real-world and mathematical problems.
D-Far Below Expectations	Does not demonstrate understanding of: <ul style="list-style-type: none"> • The composition and decomposition of polygons into triangles and rectangles • Calculation of volumes of a right rectangular prisms • How to draw polygons in the coordinate plane and use coordinates to find the length of a side of a polygon • 3-D figures that can be represented by nets 	Is unable to: <ul style="list-style-type: none"> • Solve real-world and mathematical problems involving area, surface area, and volume • Discuss, develop and justify formulas for triangles and parallelograms • Apply the technique of using coordinates to solve real-world and mathematical problems.