

6th Grade Reading Common

I Can Read Fiction

- ◆ I can use the text in a story to support my analysis of the story and to draw inferences. RL.6.1
- ◆ I can use details from the text to determine the theme or message of the story. RL.6.2
- ◆ I can give a summary of the story without adding my opinions or judgments. RL.6.3
- ◆ I can describe the sequence of events in a story or drama and tell how the characters change as the story moves toward a conclusion. RL.6.3

I Can Understand Fiction

- ◆ I can figure out the meanings of words and phrases in a story and think about how they are used to illustrate the author's meaning. RL.6.4
- ◆ I can think about how parts of a story, play or poem fit into the overall text and affect its meaning. RL.6.5
- ◆ I can explain how an author develops the point of view of the narrator or speaker in a text. RL.6.6

I Can Use What I Know to Understand Fiction

- ◆ I can compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video format, including the various perceptions that come with reading or listening/watching. RL.6.7
- ◆ I can compare and contrast similar themes in various genres. RL.6.9
- ◆ I can read and understand stories, dramas and poems at my grade level and above (with help where needed). RL.6.10

I Can Read Nonfiction

- ◆ I can use the text in piece of nonfiction to support my analysis of the information and to draw inferences. RL.6.1

Core State Standards

- ◆ I can use details from the text to determine the central message of a piece of nonfiction. RL.6.2
- ◆ I can provide a summary of a piece of nonfiction without adding my opinions or judgments. RL.6.2
- ◆ I can analyze how people, events or ideas are introduced, illustrated and elaborated upon in a piece of nonfiction. RL.6.3

I Can Understand Nonfiction

- ◆ I can figure out the meanings of words and phrases in a piece of nonfiction text. RI.6.4
- ◆ I can think about how various sections in a piece of nonfiction fit into the overall structure of a text and how that affects the development of the ideas in the text. RI.6.5
- ◆ I can determine an author's point of view in a text and explain how it is presented in the text. RI.6.6

I Can Use What I Know to Understand Nonfiction

- ◆ I can better understand a topic or issue by analyzing information presented on the same topic, but in different media or formats. RI.6.7
- ◆ I can evaluate arguments or claims in a text and distinguish between those that are supported by reasons and evidence and those that are not. RI.6.8
- ◆ I can compare and contrast one author's presentation of events with that of another author's presentation of the same events. RI.6.9
- ◆ I can read and understand different types of nonfiction at my grade level and above (with help where needed). RI.6.10
- ◆ I know how a narrator's or speaker's point of view influences a story. RL.5.6

Hudson Park Elementary considers the education of your child to be our most important responsibility. The Hudson Park Motto is Learners for Life!



Hudson Park 6th Grade CCSS Parent Brochure

This brochure is designed to share the new Common Core State Standards which more than 45 states have adopted. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for the seventh grade.

Why are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed.

How Can I Help My Child?

- ◆ Create a quiet place for your child to study at the same time each day.
- ◆ Sit down with your child at least once a week for 15 to 30 minutes so you are aware of what he/she is working on.
- ◆ Encourage your child to read to you books on their reading levels for a least 15 minutes a day.
- Sixth grade children are encouraged to think out ways to solve problems -- teachers often ask, "How can we solve this problem?" For example, the teacher might present the following problem:

"If your kite got stuck on the roof of the school, how would you know how long a ladder you would need to get it down?" The emphasis is less on finding the correct answer than on showing that there are multiple ways of approaching the problem. Teachers will provide children with many different problem-solving strategies.

Read more on FamilyEducation: <http://school.familyeducation.com/sixth-grade/math/37521.html#ixzz2f61XSb2x>

- As children enter the sixth grade, most are capable enough as readers and writers, and they have also learned to use spoken language successfully. They are able to use books both for enjoyment and as useful sources of information. They also should know how to use a library and are comfortable doing so.

Read more on FamilyEducation: <http://school.familyeducation.com/sixth-grade/reading-and-language-arts/37585.html#ixzz2f62aobey>

Sixth Grade Math Common

I Can Use Ratios & Proportional Relationships to Help Me Understand Math

- ◆ I can understand ratios and the language used to describe two amounts. 6.RP.A.1
- ◆ I can understand how to find a rate when given a specific ratio. (Ex: We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.) 6.RP.A.2
- ◆ I can make tables of equivalent ratios, find missing values in the tables, plot those values on a coordinate plane, and use the tables to compare ratios. 6.RP.A.3a
- ◆ I can solve unit rate problems. 6.RP.A.3b
- ◆ I can find a percent of a quantity as a rate per 100. (Ex: 30% of a quantity means 30/100 times the quantity). 6.RP.A.3c
- ◆ I can use what I know about ratios to convert units of measurement. 6.RP.A.3d

I Can Use the Number System to Help Me Understand Math

- ◆ I can solve word problems involving the division of fractions by fractions. 6.NS.A.1
- ◆ I can add, subtract, multiply, and divide multi-digit numbers involving decimals. 6.NS.B.3
- ◆ I can find the greatest common factor of two whole numbers less than or equal to 100. 6.NS.B.4
- ◆ I can find the least common multiple of two whole numbers less than or equal to 12. 6.NS.B.4
- ◆ I can use the distributive property to show the sum of two whole numbers 1-100 in different ways. (Ex: show $36 + 8$ as $4(9+2)$). 6.NS.B.4
- ◆ I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations. 6.NS.C.5
- ◆ I can understand that a rational number is a point on a number line. 6.NS.C.6
- ◆ I can extend number line diagrams to show positive and negative numbers on the line and in the plane. 6.NS.C.6
- ◆ I can understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. 6.NS.C.6b
- ◆ I can understand absolute value of rational numbers. 6.NS.C.7
- ◆ I can write, understand and explain what rational numbers mean in real-world situations. (Ex: $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to show that -3°C is warmer than -7°C) 6.NS.C.7b
- ◆ I can understand absolute values as they apply to real-world situations. (Ex: for an account balance of -30 dollars, write $(-30) = 30$ to describe the size of the debt in dollars.) 6.NC.C.7c
- ◆ I can graph in all four quadrants of the coordinate plane to help me solve realworld and mathematical problems. 6.NS.C.8
- ◆ I can determine the distance between points in the same first coordinate or the same second coordinate. 6.NS.C.8

Core State Standards

I Can Use Expressions and Equations to Help Me Understand Math

- ◆ I can write and understand numerical expressions involving whole number exponents. 6.EE.A.
- ◆ I can write, read and figure out expressions in which letters stand for numbers. 6.EE.A.2
- ◆ I can write expressions using numbers and letters (with the letters standing for numbers.) 6.EE.A.2a
- ◆ I can identify the parts of an expression using mathematical words, (sum, term, product, factor, quotient, coefficient.) 6.EE.A.2b
- ◆ I can understand that in $2(8 + 7)$, $(8 + 7)$ can be thought of as two separate numbers or as 15. 6.EE.A.2b
- ◆ I can use my knowledge of the order of operations to evaluate expressions. 6.EE.A.2
- ◆ I can use my knowledge of the order of operations to create equivalent expressions. 6.EE.A.3
- ◆ I can understand that solving an equation or inequality is like answering a question. 6.EE.B.5
- ◆ I can solve real-world and mathematical problems by writing and solving equations. 6.EE.B.7
- ◆ I can write an inequality which has many solutions and represent these solutions on a number line. (where $x > c$ or $x < c$) 6.EE.B.8
- ◆ I can use variables to represent two quantities in a real world problem and write an equation to express the quantities. 6.EE.C.9
- ◆ I can use graphs and tables to show the relationship between dependent and independent variables. 6.EE.C.9

I Can Use Geometry to Help Me Understand Math

- ◆ I can put together and take apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons. I can make a line plot to display data sets of measurements in fractions. 6.G.A.1
- ◆ I can use the mathematical formulas $V=lwh$ or $V=bh$ to determine the volume of real world objects. 6.G.A.2
- ◆ I can use the coordinates of the vertices of a polygon on the coordinate plane to find the length of a side, joining points with the same first coordinate or the same second coordinate. 6.G.A.3

I Can Use Statistics to Help Me Understand Math

- ◆ I understand that the data in questions involving statistics is varied as it relates to the question and answers. 6.SP.A.1
- ◆ I understand that a set of data collected to answer a statistical question has an overall shape, including a center and spread, when plotted on a graph. 6.SP.A.2
- ◆ I understand that a set of numerical data has a measure of center (median and/or mean) that summarizes all of its values with a single number. 6.SP.A.3