

6th grade Essential Skills 2019-2020



Reading:

1. Use quotes from the text to explain what it says and what it means (explicit and implicit) in both literature and informational text
2. Explain the theme (main idea) of a story, drama or poem using details from the text, including how characters deal with challenges; know how to briefly summarize as well
3. Explain the main idea of an informational text using details from the text; know how to briefly summarize based on personal experiences/opinions in both literature and informational text
4. Notice how people, events, or ideas are introduced and visually shown; notice the details about them
5. Learn new words including figurative language (comparative, descriptive language) and technical vocabulary (specific to a reading selection) and explain how the choice of words effects meaning
6. Read multiple texts representing similar events/topics in different ways
7. Examine arguments and specific claims by giving reasons for other readers' opinion; also notice when reasons (or good reasons) are not given
8. Explain the author's point of view and how you know that information

Language:

1. Recognize and use correct grammar and language
2. Recognize and use correct capitalization, punctuation, and spelling
3. Recognize and use a variety of methods to determine the meaning of unknown words
4. Distinguish among words with similar meanings

Writing:

1. Use reasons and evidence to write arguments that support your ideas, including Introduce your argument and organize your ideas, Give factual and detailed reasons using truthful sources , Use linking words such as consequently, specifically, moreover, furthermore to help the reader understand the relationship between each idea you present, Use a concluding statement or paragraph that effectively wraps up your argument
2. Write informative/explanation pieces that Introduce the topic (focus on the term thesis statement) and organize information in paragraphs; define necessary terms and show cause/effect when needed, Include headings, illustrations and multimedia to help the reader understand your ideas, Use facts, definitions, details and quotes, Use linking words to connect or contrast your information, Include grade-level and subject-specific vocabulary, Use a formal style by avoiding slang and first person, Use a concluding statement or paragraph
3. Write narrative pieces about real or imagined experiences that, Introduce a situation or narrator/characters in an interesting way, Organize events so that the story makes sense and is interesting for the reader, Develop characters by using dialogue, suspense, actions, thoughts, feelings and reactions to situations, Show the sequence of events using transitional words, Use sensory details (smell, taste, sound, sight, touch) to describe events vividly, and Give an ending to the story
4. Write in a way that is clear, understandable, organized and matches the purpose of that type of writing; keep in mind who you are writing for (audience) and what they expect to read
5. With guidance and support, brainstorm, revise and edit to improve organization, word choice, grammar and punctuation; try a new approach or writing style, and use technology to collaborate and publish work
6. Take notes, find quotes, paraphrase, organize information and record a list of sources for information gathered; know what plagiarism is and use a bibliography or works cited page to record sources without plagiarizing
7. Write research projects that use several sources to investigate different parts of a topic; be able to focus on new information or choose a new topic when necessary
8. Write about literature and informational texts by analyzing, reflecting and researching

Listening and Speaking:

1. Participate in discussions, both one-on-one and with a group
2. Find claims supported by reasons and evidence in a speaker's argument
3. Place descriptions, facts, and details in a logical order when presenting

History/Social Studies:

1. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
2. Students differentiate between primary and secondary sources
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
4. Students distinguish fact from fiction
5. Students pose relevant questions about events they encounter

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Science:

1. Asking questions and defining problems in 6–8 builds on K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models
2. Modeling in 6–8 builds on K–5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems
3. Planning and carrying out investigations in 6–8 builds on K–5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions
4. Analyzing data in 6–8 builds on K–5 experiences and progresses to extending quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis
5. Mathematical and computational thinking in 6–8 builds on K–5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments
6. Constructing explanations and designing solutions in 6–8 builds on K–5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories
7. Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s)
8. Obtaining, evaluating, and communicating information in 6–8 builds on K–5 experiences and progresses to evaluating the merit and validity of ideas and methods