

**Fullerton School District
Report Card Parent Guide
Sixth Grade**

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE
“I Can” ...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none">• refer to the text to support my thoughts and draw inferences about a story.• use details from the text to determine the theme or message of a story. I can give a summary of the story without adding my opinions or judgments.• describe how the plot of a story or drama unfolds in a sequence of events. I can describe how the characters in a story or drama change as a story moves towards its conclusion.
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none">• figure out the deeper meanings of words and phrases as they are used in a story. I can think and talk about the effects that specific words have on the meaning or tone of a story.• think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.• explain how an author develops the point of view of the narrator or speaker in a text.
<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none">• compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version. I can tell the difference between what I "see" and "hear" when reading a story or drama to what I notice when I listen or watch the same story.• compare and contrast similar themes or topics in various fiction genres.

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READING: INFORMATIONAL TEXT

“I Can”...

Key Ideas & Details:

- refer to the text to support my thoughts and draw inferences about a piece of informational text.
- use details from the text to determine the central idea of a piece of informational text. I can give a summary of a piece of informational text without adding my opinions or judgments.
- think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.

Craft & Structure:

- figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.
- think about how various sections (sentences, chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.
- figure out an author’s point of view in a piece of informational text and explain how it is expressed in the text.

Integration of Knowledge & Ideas:

- better understand a topic or issue by thinking about how it has been presented in different media or formats.
- locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.
- compare and contrast one author’s presentation of events with that of another author’s presentation of the same events.

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WRITING

“I Can”...

Text Types & Purposes:

- write arguments and use clear reasons and relevant evidence to support my claims.
 - introduce my argument and organize the reasons and evidence clearly.
 - support my claims with clear reasons and relevant evidence. I can support my claims using appropriate sources and show that I understand the topic.
 - use wording that clearly explains the relationships between my claims and reasons.
 - establish and maintain a formal style in presenting my written arguments.
 - write a conclusion that follows from the arguments I presented.
- write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
 - use definitions, classifications, comparing & contrasting or cause & effect to help introduce a topic and organize ideas, concepts and information in my writing. present information more clearly in my writing by using formatting such as headings, visuals and multimedia.
 - develop a topic using appropriate facts, definitions, details, quotations or other information and examples. phrases and clauses (e.g., in contrast, especially).
 - use appropriate transitions to present clear connections between my ideas and concepts.
 - use precise wording and specific vocabulary to teach others about a topic.
 - establish and maintain a formal style in presenting written information.
 - write a conclusion that follows from the information and explanations I presented.
- write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
 - provide an introduction in my stories that creates a background and presents a narrator and characters. organize my writing so that the sequence of events occurs naturally and logically.
 - different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.
 - use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.
 - use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories.
 - write conclusions that make sense with the experiences and events I share in my stories.

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WRITING (cont')

"I Can" ...

Production & Distribution of Writing:

- produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.
- use different forms of technology to create and publish my writing. I can use technology to interact and collaborate with others. I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.

Research to Build & Present Knowledge:

- complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.
- determine if a source is credible when I gather new information from books or technology. I can quote or paraphrase from print and digital sources without plagiarizing. I can provide basic bibliography information to recognize the sources I use in my research.
- gather evidence from fiction or informational text to support my investigation, thinking and research.
 - apply all that I have learned in 6th grade reading to writing literature.
 - apply all that I have learned in 6th grade reading to writing informational texts.

SPEAKING & LISTENING

"I Can" ...

Comprehension & Collaboration:

- effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues. I can build on others' ideas and express my own ideas clearly.
 - come to discussions prepared to share my ideas because I have read or studied the required material. I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion.
 - follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions with peers.
 - ask and answer questions using appropriate explanations or details that add to the discussion of a topic, text or issue.
 - think through the ideas in a discussion and show that I understand different perspectives by sharing my thoughts and restating what others have said.
- think about information presented in different media or formats and explain how it contributes to a topic, text or issue.
- explain a speaker's arguments or claims and separate those that are supported by reasons and evidence from those that are not.

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SPEAKING & LISTENING (cont')

"I Can"...

Presentation of Knowledge & Ideas:

- present claims and findings in a logical order using relevant descriptions, facts and details to support the main idea. I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- include multimedia (e.g., graphics, images, music or sound) and other displays to help me clarify information in my presentations.
- change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.

LANGUAGE

"I Can"...

Conventions of Standard English:

- can show that I understand standard English in my speech and in my writing.
 - make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives).
 - use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).
 - recognize and correct when pronouns shift inappropriately in number and person.
 - recognize and correct vague pronouns (those with unclear antecedents - the words they are referring to).
 - recognize writing or speaking (mine or others) that differs from standard English. I can identify and use strategies to improve what is trying to be expressed in conventional language.
- show that I know how to write sentences accurately.
 - use commas, parentheses and dashes to set off specific elements in my writing.
 - spell correctly.

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LANGUAGE (cont')

"I Can" ...

Knowledge of Language:

- write, speak, read and listen by using my knowledge of the English language.
 - differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners and to show my own writing style.
 - show consistency in the style and tone of my writing.

Vocabulary Acquisition & Use:

- determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
 - use context clues to figure out what words or phrases mean.
 - determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
 - use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.
 - make a guess about a word or phrase's meaning and then check my understanding using reference materials.
- show that I understand the deeper meanings of words and phrases.
 - use context clues to discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns or oxymorons).
 - use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole, item/category).
 - understand the slight differences between words with very similar definitions.
- learn and use new vocabulary appropriate for 6th grade. I can show new knowledge of vocabulary when I think about how words or phrases that are important to meaning or expression.

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MATHEMATICS

“I Can”...

Ratios & Proportional Relationships:

- use what I know about ratios to describe the relationship between two quantities.
- 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.)
- use reasoning to solve word problems involving rate and ratios.
 - make tables of equivalent ratios, find missing values in the tables and use the tables to compare ratios. I can plot ratios on a coordinate plane.
 - solve unit rate problems. (Ex: 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 the lawns being mowed?)
 - find a percent of a quantity as a rate per 100. (Ex: 30% of a quantity means 30/100 times the quantity). I can solve problems involving finding the whole if I am given a part and the percent.
 - use what I know about ratios to convert units of measurement. I can change units of measurement correctly when multiplying or dividing quantities.

Number System:

- divide two fractions. I can solve word problems involving the division of fractions by fractions.
- easily divide multi-digit numbers.
- easily add, subtract, multiply and divide multi-digit numbers involving decimals.
- find the greatest common factor of two whole numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. I can use the distributive property to show the sum of two whole numbers (1-100) in different ways. (Ex: show $36 + 8$ as $4(9+2)$).
- understand that positive and negative numbers are used to describe amounts having opposite values. I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.
- understand that a rational number is a point on a number line. I can extend number line diagrams to show positive and negative numbers on the line. I can extend coordinate axes to show positive and negative numbers in the plane.
 - recognize opposite signs of numbers as showing places on opposite sides of 0 on the number line. I can recognize that the opposite of the opposite of a number is actually the number itself (Ex: $-(-3)=3$). I can recognize that 0 is its own opposite.
 - understand that the signs (- or +) of numbers in ordered pairs indicate locations in quadrants of the coordinate plane. I can recognize two ordered pairs with differing signs as reflections of each other across one or both axes.
 - find and place integers and other rational numbers on a number line diagram. I can find and place ordered pairs on a coordinate plane.

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MATHEMATICS

“I Can”...

Numbers System (cont’):

- order rational numbers. I can understand absolute value of rational numbers.
 - understand statements of inequality (ex: $-3 > -7$) and explain their positions and distances apart on a number line.
 - write, understand and explain how the order of rational numbers applies in real-world situations. (Ex: $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to show that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$)
 - understand the absolute value of a number as its distance from 0 on the number line. 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.)
 - tell the difference between comparisons of absolute value from statements of order. (Ex: An account balance less than -30 dollars is a debt greater than 30 dollars.)
- graph points in all four quadrants of the coordinate plane to help me solve real-world and mathematical problems. I can use what I know about coordinates and absolute values to figure out the distance between points with the same first coordinate or the same second coordinate.

Expressions & Equations:

- write and figure out numerical expressions that have whole-number exponents.
- write, read and figure out expressions in which letters stand for numbers.
 - write expressions with numbers and with letters standing for numbers.
 - name the parts of an expression using mathematical words (sum, term, product, factor, quotient, coefficient.) I can look at one or more parts of an expression in different ways. (Ex: $8 + 7$ can be seen as the addition sentence or as the number 15.)
 - figure out different answers to expressions when given specific values for the variable. I can solve real-world math problems involving expressions that arise from formulas. I can solve math problems including those with exponents, in the usual order (when no parentheses are there to give a particular order).
- apply what I know about the properties of operations (associative, commutative and distributive) to create equivalent (or equal) expressions.
- recognize when two expressions are equivalent.
- understand that solving an equation or inequality means that I find out which values can make the equation or inequality true. I can try different numbers in place of a variable to figure out which makes the equation or inequality true.

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MATHEMATICS

“I Can”...

Expressions & Equations (cont’):

- use variables to represent numbers and write expressions to solve real-world problems. I can understand that a variable can stand for an unknown number or any number in a given set of numbers.
- solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ (where p , q and x are all nonnegative rational numbers).
- write an inequality ($x > c$ or $x < c$) to stand for a limitation or condition in a real-world or mathematical problem that has infinitely many solutions. I can show the answers to problems involving inequalities on number line diagrams.
- use variables that change in relationship to one another to represent two quantities in a real world problem. I can write an equation to show one quantity (the dependent variable) in terms of the other quantity (the independent variable). I can use graphs and tables to show the relationship between dependent and independent variables.

Geometry:

- put together and take apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons. I can apply what I know about taking apart and putting together shapes to find the area of objects or places in real world situations.
- use unit cubes to find the volume of any right rectangular prism. I can understand that the mathematical formula ($V = lwh$ or $V = bh$) will give me the same result as using unit cubes to figure out the volume. I can use the mathematical formulas $V=lwh$ or $V= bh$ to determine the volume of real world objects.
- draw polygons in the coordinate plane when I am given the coordinates for the vertices. I can use coordinates to find the length of a side of a polygon joining points with the same first coordinate or the same second coordinate. I can apply what I have learned about polygons on coordinate planes to real-world and mathematical situations.
- represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles. I can apply my skills involving finding surface area with nets in real-world and mathematical problems.

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MATHEMATICS

“I Can”...

Statistics & Probability:

- recognize a statistical question as one that expects variability in the data related to the question.
- understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread and overall shape when plotted on a graph.
- 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.
- understand that a distribution of a variable is the description of the relative number of times each possible outcome will occur. I can show numerical data in plots on a number line (including dot plots, histograms and box plots).
- summarize sets of numerical data in relation to their circumstances.
 - summarize data by stating the number of observations.
 - summarize data by describing the characteristics of what is being investigated, including how it was measured.
 - summarize data by giving numerical measures of center and variability.
 - summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern.
 - summarize data by explaining how the distribution of the data on a graph relates to the choice of measures of center and variability.