Standards & "I Can…" Statements - GRADE 6

ELA	Standard	"I Can…"	Academic Vocab
	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.	➤ I can make an inference based on evidence directly from the text and show you where I found it.	
	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.	➤ I can figure out the theme/central idea of the text and find details to support it. ➤ I can create a summary based only on information from the 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.	➤ I can identify a story's problem, main events, and resolution. ➤ I can explain how events change characters throughout a story.	
	6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	➤ I can explain the author's meaning when given figurative and connotative words and phrases. ➤ I can understand the effect of a specific 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.	➤ I can figure out how a particular sentence, chapter, scene, or stanza fits into the overall structure and helps the growth of the theme, setting, or plot.	
	6.RL.6. Explain how an author develops the point of view of the narrator or speaker in a text.	➤ I can identify the narrator's point of view. ➤ I can explain how the author develops point of view (first person, third person, omniscient, and limited).	
	6.RL.7. Compare and contrast the experience of reading	➤ I can explain the difference between my	

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.	perceptions while reading a story, drama, or poem compared to listening to or watching it.	
6.RL.8. (Not applicable to literature)		
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.	➢ Given a specific theme or topic, I can find similarities and differences in a variety of genres.	
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.	➢ I can read and comprehend literature at grade level.	
Reading: Informational Text		
6.RI.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	➢ I can make an inference based on evidence directly from the text and show you where I found it.	
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.	➢ I can figure out the central idea of the text and find details to support it. ➢ I can create a summary based only on information from the text.	
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).	➢ I can explain how a key individual, event, or idea is developed in a text.	
6.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	➢ I can figure out the meaning using context clues.	

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.	➢ I can determine how specific parts can fit together to create the overall idea.	
6.RI.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	➢ Using information from the text, I can determine the author's point of view and reason for writing the text	
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.	➢ I can combine information from different types of sources to help me understand (something) the topic.	
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.	➢ I can find a statement in an argument within the text and decide if it is supported or not supported within the text.	
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).	➢ I can compare and contrast different sources on the same subject	
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 as needed at the high end of the range.	➢ I can read and comprehend informational text at grade level.	

Writing

6.W.1. Write arguments to support claims with clear reasons and relevant evidence. 　a. Introduce claim(s) and organize the reasons and evidence clearly. 　b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 　c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 　d. Establish and maintain a formal style.	➢ I can support my argument or opinion with facts. ➢ I can present my facts. ➢ I can back up my opinions with facts from other references. ➢ I can use facts to support my opinion. ➢ I can write my opinion clearly. ➢ I can summarize the argument.	

	e. Provide a concluding statement or section that follows from the argument presented.	

	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.
	
	   a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	   b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	   c. Use appropriate transitions to clarify the relationships among ideas and concepts.
	   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	   e. Establish and maintain a formal style.
	   f. Provide a concluding statement or section that follows from the information or explanation presented.
		➢ I can write about a topic and stay on topic.
		➢ I can write on a theme using a graphic organizer.
		➢ I can use credible/clear facts.
		➢ I can compare relationships within my theme using transitions.
		➢ I can write at sixth grade level.
		➢ I can write continuously in a formal style.
		➢ I can summarize my ideas.	

	6.W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	
	   a. 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.
	   b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	   c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
	   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
	   e. Provide a conclusion that follows from the narrated experiences or events.
		➢ I can write a personal narrative including a lot of details.
		➢ I can write a fictional narrative with a beginning, middle, and end.
		➢ I can write a detailed narrative that includes dialogue, pacing, and description.
		➢ I can use phrases to guide readers through the story.
		➢ I can use adjectives in my writing.
		➢ I can write an appropriate conclusion (ending) to the story.	

	6.W.4. Produce clear and coherent writing in which the	➢ I can stay on topic and write in an organized	

development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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).	➢ I can revise and edit before my final copy.	
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.	➢ I can use a computer to produce my final copy.	
6.W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	➢ I can research information using a variety of resources.	
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.	➢ I can use a variety of credible resources to complete my writing. ➢ I can check the credibility of resources. ➢ I can paraphrase from a source and cite it correctly.	
6.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	➢ I can use facts to support my theme. ➢ I can use the skills and strategies I have learned in sixth grade.	
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.	➢ I can make writing part of my daily schedule.	

Speaking & Listening		

6.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 	
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	➢ I can meet with a group of peers to discuss a variety of topics, texts, and issues while keeping an open mind and respecting my group members.
	➢ I can prepare for the discussion by reading or studying the required material.
	➢ I can follow the group rules and do my job.
	➢ I can ask and answer questions that are appropriate to the topic.
	➢ I can review and explain all ideas about the topic that were discussed in my group.	

6.SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	➢ I can interpret information shown to me in different formats and explain how it relates to the topic.	
6.SL.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	➢ I can take a speaker's entire argument and determine what is supported and what is not supported.	
6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	➢ I can present information in an order that makes sense using related description, facts, and details that highlight the main idea or theme. ➢ I can use appropriate eye contact, adequate volume, and clear pronunciation.	
6.SL.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in	➢ I can include multimedia components and visual displays in presentations to clarify	

presentations to clarify information.	information.	
6.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	➢ I can speak using proper English, when necessary, in a variety of situations	

Language		

6.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
    b. Use intensive pronouns (e.g., myself, ourselves).
    c. Recognize and correct inappropriate shifts in pronoun number and person.
    d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
    e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	➢ I can correctly use standard English when writing or speaking.
	➢ I can use pronouns in the proper case.
	➢ I can use intensive pronouns.
	➢ I can recognize and correct inappropriate shifts in pronoun number and person.
	➢ I can recognize and correct unclear pronouns.
	➢ I can recognize the need to improve my own and others' writing and speaking.
	➢ I can identify and use appropriate strategies to improve speaking and writing.	

6.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
    b. Spell correctly.
	➢ I can write using correct English capitalization, punctuation, and spelling.
	➢ I can use commas, parentheses, and dashes correctly.
	➢ I can spell correctly.	

6.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	➢ I can use a variety of sentence patterns when writing, speaking, reading, or listening. ➢ I can keep my style and tone consistent when writing, speaking, reading, or listening.	
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.	➢ I can use context clues when finding the meaning of a word or phrase. ➢ I can use Greek or Latin roots or affixes to find the meaning of a word.	

a. 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.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
    c. 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.
    d. 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).
	➢ I can use reference materials to find out how to say a word and its meaning.
	➢ I can double check the meaning of a word by using a dictionary or context clues.	

6.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., personification) in context.
    b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
	➢ I can interpret figures of speech in context.
	➢ I can use cause/effect, part to whole, item /category relationships to understand word meanings.
	➢ I can tell the difference between a word's connotations (feeling) with its actual definition.	

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.	➢ I can use grade level vocabulary appropriately.	

SOCIAL STUDIES	Standard	"I Can…"	Academic Vocab
	Strand: History		
	6.H.1. Events can be arranged in order of occurrence	➢ I can arrange events in order using B.C. and	

using the conventions of B.C. and A.D. or B.C.E. and C.E.	A.D. or B.C.E. and C.E.	
6.H.2. Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	➢ I can understand how the early civilizations (India, Egypt, China, and Mesopotamia) grew as a result of their geography. ➢ I can describe the **governments** of the early civilizations and the impact on the Eastern Hemisphere today. ➢ I can describe the **economy** of the early civilizations and the impact on the Eastern Hemisphere today. ➢ I can describe the **social structures** of the early civilizations and the impact on the Eastern Hemisphere today. ➢ I can describe the **religions** of the early civilizations and the impact on the Eastern Hemisphere today. ➢ I can describe the **technology** of the early civilizations and the impact on the Eastern Hemisphere today. ➢ I can describe the **agricultural practices** of the early civilizations and the impact on the Eastern Hemisphere today.	
Strand: Geography		
6.G.3. Globes and other geographic tools can be used to gather, process , and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed.	➢ I can gather, process, and report information about people, places, and environments using various geographic tools.	
6.G.4. Latitude and longitude can be used to identify absolute location.	➢ I can use latitude and longitude to identify absolute location.	
6.G.5. Regions can be determined, classified and compared using various criteria (e.g. landforms, climate,	➢ I can describe, classify, and compare regions within the Eastern Hemisphere.	

population, cultural, or economic).		
6.G.6. Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.	➢ I can explain how physical environments in the Eastern Hemisphere influence human activities. ➢ I can explain human activities have changed the environments of the Eastern Hemisphere.	
6.G.7. Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.	➢ I can explain why people move from place to place in the Eastern Hemisphere (for political, environmental, social, and economic reasons).	
6.G.8. Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism).	➢ I can describe the impact of the traditions and cultural practices of **Buddhism** on the modern world. ➢ I can describe the impact of the traditions and cultural practices of **Christianity** on the modern world. ➢ I can describe the impact of the traditions and cultural practices of **Hinduism** on the modern world. ➢ I can describe the impact of the traditions and cultural practices of **Islam** on the modern world. ➢ I can describe the impact of the traditions and cultural practices of **Judaism** on the modern world.	
Strand: Government		
6.Gov.9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	➢ I can use a variety of sources to find multiple views on a topic. • I can examine a variety of sources for accuracy.	
6.Gov.10. Governments can be categorized as	➢ I can classify a government as a monarchy,	

monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	theocracy, dictatorship, or democracy. ➤ I can explain the similarities and differences of each form of government. ➤ I can explain how a country may have elements of the different forms of government. ➤ I can explain the rights and responsibilities of citizens under each form of government.	
Strand: Economic		
6.E.11. Economists compare data sets to draw conclusions about relationships among them.	➤ I can compare economic data sets to find relationships and draw conclusions.	
6.E.12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	➤ I can predict the present and future consequences of an economic decision. ➤ I can explain how individuals and societies may evaluate the choice differently.	
6.E.13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.	➤ I can explain how individuals and societies decide what to produce, how to produce it, and for whom to produce it.	
6.E.14. When regions and/or countries specialize, global trade occurs.	➤ I can explain specialization. ➤ I can explain how specialization leads to global trade.	
6.E.15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs used.	➤ I can explain how supply, demand, and competition determine the price of a product. ➤ I can explain supply, demand, and competition determines how much of a product to make.	
6.E.16. When selecting items to buy, individuals can compare the price and quality of available goods and services.	➤ I can explain how to compare price and quality when deciding to make a purchase.	

MATH	Standard	"I Can…"	Academic Vocab
	Ratios & Proportional Relationships – *Understand ratio concepts and use ratio reasoning to solve problems.*		
	6.RPA.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	➢ I can understand the idea of a ratio and demonstrate its use.	
	6.RPA.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship.	➢ I can recognize a ratio written as a unit rate. ➢ I can explain a unit rate and give an example.	
	6.RPA.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. 3A. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. 3B. Solve unit rate problems including those involving unit pricing and constant speed. 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. 3D. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	➢ I can create and use tables of equivalent ratios. ➢ I can plot pairs of values on the coordinate plane. ➢ I can solve unit rate problems. ➢ I can write a percent. ➢ I can find the percent of a number. ➢ I can find the whole when given both the part and the percent. ➢ I can change measurement units appropriately when multiplying or dividing.	
	6.NS.A.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.	➢ I can compute and solve word problems involving division of fractions.	

6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	➢ I can fluently divide multi-digit numbers using the standard algorithm.	
6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	➢ I can fluently add multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently subtract multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently multiply multi-digit decimals using the standard algorithm for each operation. ➢ I can fluently divide multi-digit decimals using the standard algorithm for each operation.	
6.NS.B.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.	➢ I can find the greatest common factor for 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 factor out the greatest common factor from an addition expression with two whole numbers.	
6.NS.C.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.	➢ I can understand and use positive and negative numbers to represent quantities in real-world situations.	
6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to	➢ I can name the opposites of numbers. ➢ I can name the opposites of numbers. ➢ I can find and position integers on a number	

represent points on the line and in the plane with negative number coordinates.	line and a coordinate plane.	
6.NS.C.7. Understand ordering and absolute value of rational numbers.	➢ I can find the position of numbers or variables on a number line when given an inequality. ➢ I can write, interpret, and explain an inequality using integers in real world situations (using a number line model). ➢ I understand absolute value as a distance from zero in real-world situations. ➢ I can compare absolute values of positives and negatives to determine which number is farther from zero.	
6.NS.C.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.	➢ I can solve real-world and mathematical problems by graphing coordinate pairs on a 4 quadrant coordinate plane and use absolute value to find the distance between two points on the same X or Y axis.	
6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	➢ I can write and evaluate expressions involving exponents.	
6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers.	➢ I can write an expression with variables. ➢ I can identify the operations of an expression and explain that a quantity (parenthesis) is both a number by itself and two numbers with an operation. ➢ I can evaluate an expression/equation using order of operations when given the value of the variable.	
6.EE.A.3. Apply the properties of operations to	➢ I can create an equivalent expression through	

generate equivalent expressions.	the use of properties of operations such as the commutative, associative, distributive properties and factoring.	
6.EE.A.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).	➢ I can determine if two expressions are equivalent using the distributive property, factoring, or substitution.	
6.EE.B.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.	➢ I can explain if a value from a set makes an inequality or equation true/false.	
6.EE.B.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.	➢ I can write an expression or equation using a variable that helps me solve a real-world problem.	
6.EE.B.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 nonnegative rational numbers.	➢ I can solve real-world and mathematical problems by evaluating an expression or equation when the variable is a positive rational number.	
6.EE.B.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.	➢ I can write an inequality about a real-world situation and recognize that it has infinite solutions. ➢ I can graph that inequality on a number line.	
6.EE.C.9. Use variables to represent two quantities in a	➢ I can write an equation involving dependent	

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.	and independent variables and evaluate that equation.	
6.G.A.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.	➢ I can find the area of triangles, quadrilaterals, and polygons by decomposing shapes to help me find the area in a real-world problem.	
6.G.A.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.	➢ I can find the volume of right rectangular prisms expressed as a proper or improper fraction in various real-world and mathematical situations.	
6.G.A.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.	➢ I can draw polygons on a coordinate plane and use the coordinates to find the lengths of the side(s) to help me solve real world problems.	
6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the	➢ I can represent 3D shapes using nets and use the net to help find the surface area of the	

	nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	figure.	
	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	➢ I can write a statistical question that has more than one right answer.	
	6.SP.A.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.	➢ I can describe a set of data using its center (mode, median, or mean), its spread (range or M.A.D.), and its shape.	
	6.SP.A.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.	➢ I can describe a measure of center and a measure of variation for a data set.	
	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	➢ I can display data on a number line, dot plot (line plot), histogram, and box and whisker plot.	
	6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations, Describing the nature of the attribute under investigation, including how it was measured and its units of measurement, 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, and Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were	➢ I can tell how many items are in a data set. ➢ I can describe how data was collected and in what unit of measure. ➢ I can find the median, mean, interquartile range, mean absolute deviation (average distance from the mean), and outliers in a set of data. ➢ I can choose the measure of center that best describes the data based on the context in which it was gathered.	

	gathered.		
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SCIENCE	Standard	"I Can…"	Academic Vocab
	MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.	➢ I can create a model of an atom.	
	MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	➢ I can describe how synthetic materials come from natural resources. ➢ I can identify how synthetic materials impact society.	
	MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	➢ I can make a model that shows the changes particle motion for states of matter ➢ I can make a model that shows what happens when thermal energy is added or removed.	
	MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	➢ I can interpret data on properties of substances. ➢ I can analyze data of substances after a chemical reaction.	
	MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	➢ I can create a model to show that the number of atoms in a mass is the same before and after a chemical reaction.	
	MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	➢ I can create a model to demonstrate how thermal energy is absorbed or released in a chemical reaction.	
	MS-PS2-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	➢ I can apply Newton's Third law to two colliding objects.	

Standard	"I Can…" Statement	
MS-PS2-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	➢ I can explain how an object's motion changes based on its force and mass.	
MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	➢ I can ask questions to determine factors in electric and magnetic force strength.	
MS-PS2-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.	➢ I can make an argument, supported by evidence, to discuss gravitational interactions.	
MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	➢ I can investigate evidence discussing forces between objects.	
MS-PS3-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	➢ I can design a graphic to describe the relationship of kinetic energy to the mass and speed of an object.	
MS-PS3-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	➢ I can design a model to explain arrangement of objects, distances, and stored potential energy.	
MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	➢ I can design, construct, and test a device that will either minimize or maximize thermal energy transfer.	
MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature	➢ I can conduct experiments to find out more about the relationships among energy transfer, matter, mass, and kinetic energy of the particles as measured by the temperature	

of the sample.	of the sample.	
MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	➢ I can develop and present arguments to demonstrate that when the kinetic energy of an object changes, energy is transferred to or from the object.	
MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	➢ I can explain how the amplitude of a wave is related to the energy in a wave.	
MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.	➢ I can describe how waves are reflected, absorbed, and transmitted through materials.	
MS-PS4-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	➢ I can use scientific information to support the argument that digitized signals are the most reliable way to encode and transmit information.	
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	➢ I can provide evidence that living things are made of cells. ➢ I can show that some things are made of one cell while others are made of many different numbers and types of cells.	
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.	➢ I can construct a model of a cell that shows how all of the parts work together to help the cell function.	
MS-LS1-3. Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	➢ I can describe the body as a system. ➢ I can explain the subsystems that work together so that the body can function. ➢ I can discuss the relationships between cells, tissues, and organs.	

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	➢ I can demonstrate how our senses answer to stimuli by sending messages to the brain causing quick reactions or storage as memories.	
MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	➢ I can explain the role of photosynthesis in the cycle of matter and flow of energy in and out of organisms.	
MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	➢ I can make a model to describe how food is rearranged through chemical reaction that supports growth and release of energy.	
MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	➢ I can analyze data to give evidence for the effect of resource availability on organisms in an ecosystem.	
MS-LS2-3.Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	➢ I can develop of a model to describe how matter and energy flow among living and nonliving parts of an ecosystem.	
MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	➢ I can construct an argument, using scientific evidence, to explain that changes to physical or biological parts of an ecosystem affects population.	
MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	➢ I can predict and explain patterns of interactions of organisms in multiple ecosystems.	
MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	➢ I can design solutions for maintaining biodiversity in an ecosystem.	
MS-LS1-4. Use argument based on empirical evidence	➢ I can explain how some animal behaviors help	

and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	them to successfully reproduce. ➢ I can explain how some plant structures allow plants to successfully reproduce. ➢ I can back up my explanations with facts.	
MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.	➢ I can explain how environmental factors affect the growth of organisms. ➢ I can explain how genetic factors affect the growth of organisms. ➢ I can back up my explanations with facts.	
MS-LS3-1. Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	➢ I can make and use a model to describe why genetic mutations affect proteins. ➢ I can explain why mutations may result in harmful, beneficial, or neutral effects to the organism.	
MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	➢ I can explain why asexual reproduction results in offspring with identical genetic information. ➢ I can explain why sexual reproduction results in offspring with genetic variation. ➢ I can support my explanations with models.	
MS-LS4-5. Gather and synthesize information about technologies that have changed the way humans influence the inheritance of desired traits in organisms.	➢ I can gather information about technology that has changed the way humans can influence the inheritance of traits in organisms.	
MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	➢ I can analyze data to draw conclusions about fossils that document existence, diversity and existence. ➢ I can analyze data to describe changes of life forms throughout Earth's history.	
MS-LS4-2. Apply scientific ideas to construct an explanation for the anatomical similarities and	➢ I can use scientific ideas to explain similarities and differences in anatomy between modern	

differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.	organisms and fossil organisms to infer evolutionary ideas.	
MS-LS4-3. Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.	➢ I can analyze pictorial data to show patterns of similarities in embryo development across multiple species.	
MS-LS4-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	➢ I can explain how genetic variations of traits increase probability of surviving and reproducing in a specific environment.	
MS-LS4-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	➢ I can use math to support explanations of natural selection. ➢ I can explain how specific traits increase and decrease in populations over time.	
MS-ESS1-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.	➢ I can use the Earth-sun-moon system to describe lunar phases, eclipses of the sun and moon, and seasons.	
MS-ESS1-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	➢ I can describe the role of gravity in the motions within galaxies and the solar system.	
MS-ESS1-3. Analyze and interpret data to determine scale properties of objects in the solar system.	➢ I can use data to compare the properties of objects in the solar system.	
MS-ESS1-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history.	➢ I can explain how the geologic time scale is used to organize Earth's 4.6-billion-year-old-history.	

MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	➢ I can discuss how plate motions and natural disasters have contributed to changes in Earth's surface.	
MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	➢ I can use data from fossils and rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.	
MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	➢ I can describe the process of weathering and erosion on the Earth's surface.	
MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	➢ I can describe the water cycle. ➢ I can explain the role of the energy from the sun and the force of gravity in the water cycle.	
MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	➢ I can discuss the events that have led to uneven distributions of Earth's mineral, energy, and groundwater resources.	
MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.	➢ I can describe how the movement of air masses from region to region causes weather. ➢ I can describe how sudden weather can occur when different air masses collide.	
MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	➢ I can use a model to demonstrate how the heating and rotation of Earth contributes to patterns that determine climates in different areas. ➢ I can describe the Coriolis effect.	
MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	➢ I can discuss the different factors that have caused a rise in global temperatures over the past century.	

MS-ESS3-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	➢ I can use information that I have learned about natural disasters in the past to come up with ideas for limiting the potential destruction that they can cause in the future.	
MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	➢ I can describe the impact that humans have on the environment. ➢ I can brainstorm ways that humans can limit water usage, land usage, and pollution. ➢ I can determine if these solutions are reasonable.	
MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	➢ I can talk about the ways that the increases in the human population and the use of natural resources impact Earth's systems.	
MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	➢ I can develop a successful solution to a design problem using scientific principles. ➢ I can compare the pros and cons of my solution in order to determine if it is reasonable.	
MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.	➢ I can test my design solutions to determine whether or not they will solve the problem.	
MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.	➢ I can use the data gathered from tests to determine which design solution will best solve the problem.	
MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object,	➢ I can develop a model of the design that can be tested and modified to create a successful	

	tool, or process such that an optimal design can be achieved.	prototype.	