

“I Can” Common Core!

6th Grade Reading

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.6.2
- 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” Common Core!

6th Grade Writing

I Can Write Different Types of Writing

- I can write arguments and use clear reasons and relevant evidence to support my claims. W.6.1
- I can organize my claims, reasons and evidence clearly. W.6.1a
- I can support my claims with clear reasons and relevant evidence, using appropriate sources and showing that I truly understand the text. W.6.1b
- I can use my writing to clearly explain the relationships between my claims and reasons. W.6.1c
- I can establish and maintain a formal style in presenting my written arguments. W.6.1d
- I can write a conclusion that follows from the arguments I presented. W.6.1e
- I can write informative/explanatory pieces to examine a topic and use the content and organization of my piece of writing to clearly show my information and ideas. W.6.2
- I can help readers understand the content in my writing by using good formatting such as headings and visuals. W.6.2a
- I can help readers understand the content in my writing by using strategies such as definitions, classifications, comparing & contrasting and cause & effect. W.6.2a
- I can develop the topic of my writing by using appropriate facts, definitions, specific details, quotations or other information and examples. W.6.2b
- I can use appropriate transitions to present clear relationships between my ideas and concepts. W.6.2c

- I can use precise language and vocabulary in my writing to help readers understand my topic more clearly. W.6.2d
- I can establish and maintain a formal style in presenting informational/explanatory writing. W.6.2e
- I can write a conclusion that follows from the information and explanations I presented. W.6.2f
- I can write narratives that develop real or imagined experiences using good technique, descriptive details and a sequence of events that makes sense. W.6.3
- I can effectively engage readers by writing an introduction that explains a context and introduces a narrator and/or characters. W.6.3a
- I can organize my writing so that the sequence of events occurs naturally and logically. W.6.3a
- I can use dialogue, pacing and descriptive words to develop the characters and events in my narrative. W.6.3b
- I can use various transitions words to show the sequence of events and shifts in time or setting in my narrative writing. W.6.3c
- I can use precise language and descriptive details in my writing to help readers understand the experiences and events. W.6.3d
- I can write a conclusion that follows from the experience and events I presented. W.6.3e

I Can Make My Writing Better

- I can write clear and focused pieces of writing where the development, organization and style are appropriate for my purpose and audience. W.6.4
- I can make my writing better by using adults and peers help with my planning, revising, editing, rewriting or trying new approaches. W.6.5

- I can use technology to produce and publish writing and to interact and collaborate with others. W.6.6
- I can use my keyboarding skills to type at least three pages of writing in one sitting. W.6.6
- I can complete short research projects to answer a specific question by using several sources and by refocusing my research when needed. W.6.7
- I can gather appropriate information about a topic from different resources including books and technology. W.6.8
- I can determine whether a source is credible and can quote or paraphrase from those sources without plagiarizing. W.6.8
- I can provide basic bibliography information to recognize my various sources. W.6.8
- I can use evidence from my grade level fiction or nonfiction reading to support my thoughts and research. W.6.9

I Can Use Stamina to Help My Writing

- I can use my writing stamina to write for a short period of time or to write a longer piece of writing (research, reflection and revision), always keeping my purpose and audience in mind. W.6.10

“I Can” Common Core!

6th Grade Language

I Can Use Proper English When I Write and Speak

- I can show that I know how to use correct language and grammar when I write and speak. L.6.1
- I can make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives). L.6.1a
- I can use intensive (reflexive) pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves). L.6.1b
- I can recognize and correct inappropriate shifts in pronoun number and person. L.6.1c
- I can recognize and correct vague pronouns (those with unclear antecedents). L.6.1d
- I can show that I know how to correctly capitalize, punctuate and spell standard English in my writing. L.6.2
- I can use commas, parentheses and dashes to set off specific elements in my writing. L.6.2a
- I can spell sixth grade words correctly. L.6.2b

I Can Use What I Know About Language in Different Situations

- I can use my knowledge of the English language and proper conventions when I read, speak, write or listen. L.6.3
- I can differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners and to show my own writing style. L.6.3a
- I can show consistency in the style and tone of my writing. L.6.3b

I Can Determine What Words Mean and Use Them in Different Situations

- I can figure out the meaning of unknown and multiple meaning words by using the strategies I've learned for sixth grade reading and content. L.6.4
- I can use context clues to figure out what words mean. L.6.4a
- I can use what I know about Greek and Latin roots as clues to the meanings of words. L.6.4b
- I can use different reference materials (both print and digital) to find the pronunciation, part of speech or meaning of a word. L.6.4c
- I can make a guess about what a word means and then check my understanding using reference materials. L.6.4d
- I can show that I understand the deeper meanings of words and phrases. L.6.5
- I can discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns or oxymorons) by using context clues. L.6.5a
- I can use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole). L.6.5b

- I can use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole). L.6.5b
- I can understand the slight differences between words with very similar definitions. L.6.5c
- I can learn and correctly use sixth grade appropriate words and phrases. L.6.6
- I can gain knowledge of vocabulary when discovering new words to help me understand and express meaning. L.6.6

“I Can” Common Core!

6th Grade Speaking & Listening

I Can Understand and Have Discussions About What I Hear

- I can actively take part in discussions on sixth grade topics, texts and issues by expressing my ideas and opinions clearly and by listening and responding to others in the discussion. SL.6.1
- I can better prepare myself for participating in discussions by having read or studied the material that will be considered. SL.6.1a
- 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. SL.6.1a
- I can follow appropriate guidelines for discussions by setting specific goals and meeting deadlines. SL.6.1b
- I can ask and answer questions effectively using appropriate explanations and details. SL.6.1c
- I can think through the key ideas expressed in a discussion and show my understanding of different perspectives by reflecting aloud and restating what others have said. SL.6.1d
- I can understand and reflect upon information presented from various sources and explain how it might contribute to the discussion. SL.6.2
- I can describe a speaker’s argument and claims, and I am able to distinguish between those claims that are based on reasons and evidence and those that are not. SL.6.3

I Can Share or Present What I Know

- I can present findings by arranging them in a logical order and by using appropriate facts, descriptions and details to illustrate main ideas. SL.6.4**
- I can include various ways to clarify information and enhance my presentation with graphics, images, music, sound and other visual displays. SL.6.5**
- I can change my way of speaking to suit a variety of situations and tasks and use formal English when necessary and appropriate. SL.6.6**

"I Can" Common Core!

6th Grade Math

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 solve word problems related to ratios in order to figure out the rate. 6.RP.A.3
 - 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. (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?) 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 solve problems involving finding the whole if I am given a part and the percent. 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 divide two fractions. 6.NS.A.1

- I can solve word problems involving the division of fractions by fractions.
6.NS.A.1
- I can divide multi-digit numbers. 6.NS.B.2
- 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 understand that positive and negative numbers are used to describe amounts having opposite values. 6.NS.C.5
- 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 recognize opposite signs of numbers as indicating places on opposite sides of 0 on the number line.) 6.NS.C.6a
- I can understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. (Ex: when two ordered pairs differ only by signs, the locations appear to be reflections of each other on the coordinate plane.) 6.NS.C.6b
- I can place integers and other numbers on a number line diagram. 6.NS.C.6c
- I can place ordered pairs on a coordinate plane. 6.NS.C.6c
- I can order positive and negative numbers. 6.NS.C.7

- I can understand absolute value of rational numbers. 6.NS.C.7
- I can understand the distance between two numbers (positive or negative) on a number line. 6.NS.C.7a
- 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 absolute value is the number's distance from 0 on the number line. 6.NS.C.7c
- 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 tell the difference between comparing absolute values and ordering positive and negative numbers. 6.NS.C.7d
- I can graph in all four quadrants of the coordinate plane to help me solve real-world 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

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 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 determine the answer to expressions when given the specific value of a variable. 6.EE.A.2c
- 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 identify when two expressions are equivalent. 6.EE.A.4
- I can understand that solving an equation or inequality is like answering a question. 6.EE.B.5
- I can use variables to represent numbers and write expressions when solving real-world problems. 6.EE.B.6
- 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 apply what I know about taking apart and putting together shapes to find the area in real world situations. 6.G.A.1
- I can use unit cubes to find the volume of a right rectangular prism and I understand that the mathematical formula ($V = l w h$ or $V = b h$) will give me the same result. 6.G.A.2
- I can use the mathematical formulas $V = l w h$ or $V = b h$ to determine the volume of real world objects. 6.G.A.2
- I can draw polygons in the coordinate plane when I am given the coordinates for the vertices. 6.G.A.3
- 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 apply what I have learned about polygons on coordinate planes to real world and mathematical situations. 6.G.A.3
- I can show how three dimensional figures can be made using two dimensional nets. (A net is the pattern made when the surface of a three dimensional figure is laid out flat). 6.G.A.4
- I can figure out the surface area of a three dimensional shape by using a net. 6.G.A.4

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
- I understand that in a set of numerical data, the measure of variation describes how its values vary with a single number. 6.SP.A.3
- I can show numerical data on a number line. 6.SP.B.4
- I can summarize sets of numerical data that are different. 6.SP.B.5
- I can summarize data by stating the number of observations. 6.SP.B.5a
- I can summarize data by describing the characteristics of what is being investigated, including how it was measured. 6.SP.B.5b
- I can summarize data by giving numerical measures of center and variability. 6.SP.B.5c
- I can summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern. 6.SP.B.5c
- I can summarize data by explaining how the distribution of the data on a graph determines its measure of center (median and/or mean). 6.SP.B.5.d

**California Essential Standards for History/Social Science
Grade Six: Ancient Civilizations**

From the California State Content Standards and Blueprint for the Grades 6–8 CST for History
Sixth grade standards account for 16 items, or 22 percent, of the History CST given in eighth grade.

Units	Standard
Analysis Skills Chronological and Spatial Thinking	1. Explain how major events are related to one another in time.
	2. Construct various time lines of key events, people, and periods of history.
	3. Use maps and documents to identify physical and cultural features.
Research, Evidence, and Point of View	1. Frame questions that can be answered by historical study and research.
	2. Distinguish fact from opinion in historical narratives and stories.
	5. Detect historical points of view and take historical context into consideration.
Historical Interpretation	1. Explain the central issues and problems from the past using time and place.
	2. Understand cause, effect, sequence, and correlation in historical events.
6.2 Early Mesopotamia, Egypt, and Kush 2 Items	1. Locate and describe the major rivers systems and physical settings of this region that supported permanent settlement and early civilizations.
	3. Describe relationship between religion and social/political order in Mesopotamia, Egypt.
	4. Know the significance of Hammurabi's code.
	5. Know the major features of Egyptian art and architecture.
	8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
6.3 The Ancient Hebrews 3 Items	1. Describe the origins and significance of Judaism as the first monotheistic religion.
	2. Know the sources of the ethical teachings and central beliefs of Judaism and how the ideas of the Hebrew tradition are reflected in Western civilization.
	4. Discuss locations of settlements and movements of Hebrew peoples, the Exodus; outline its significance.
	5. Know how Judaism survived despite the dispersion of the population.
6.4 Ancient Greece 3 Items	1. Discuss connections between geography and development of city-states in Aegean Sea region, patterns of trade and commerce.
	2. Trace the transition from tyranny and oligarchy to democratic governments and dictatorships in early Greece, include importance of citizenship.
	3. State the differences between Athenian democracy and representative democracy.
6.5 Early Civilizations of India 2 Items	1. Locate/describe the major river system and physical setting that supported the rise of this civilization.
	3. Explain the beliefs and practices of Brahmanism and their evolution to Hinduism.
	7. Discuss important aesthetic and intellectual traditions (in science, literature, math).
6.6 Early Civilizations of China 2 Items	1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang dynasty.
	2. Explain geographic features that made governance difficult and isolated the country.
	4. Identify the political/cultural problems of Confucius' time and how he tried to solve them.
	5. Detail the political contributions of the Han dynasty.
	7. Describe the circumstances that led to the spread of Christianity in Europe.
6.7 The Development of Rome 3 Items	1. Identify the location and describe the rise of the Roman Republic, include key historic figures such as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
	2. Describe the government of the Roman Republic and its significance.
	3. Identify the location of and the reason for the growth of Roman territories.
	7. Describe the circumstances that led to the spread of Christianity in Europe.
	8. Discuss Roman art, architecture, technology and science, literature, language, and law.

**California Essential Standards for Science
Grade Six: Focus on Earth Science**

From the California Content Standards in Science and the Blueprint for the NCLB Science Test

Strand	Standard
1. Plate Tectonics and Earth's Structure	a. Know that evidence of plate tectonics is derived from the fit of continents; location of earthquakes, volcanoes, midocean ridges; distribution of fossils, rock types, ancient climate zones.
	b. Know the Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
	c. Know that lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
	d. Know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
	e. Know that earthquakes, volcanic eruptions, and mountain building result from plate motions.
	f. Know how to explain California's mountains, faults, and volcanoes in terms of plate tectonics.
2. Shaping Earth's Surface	a. Know that water running downhill is the dominant process in shaping landscapes, including California's.
	b. Know that rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
	c. Know that sand for beaches is supplied by rivers and moved along the coast by waves.
	d. Know that earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.
3. Thermal Energy	a. Know that energy can be carried from one place to another by heat flow or by waves, including water, light, and sound waves, or by moving objects.
	b. Know that when fuel is consumed, most of the energy released becomes heat energy.
	c. Know that heat flows in solids by conduction and in fluids by conduction and convection.
4. Energy in the Earth's System	a. Know that the sun is the major source of energy for phenomena on Earth's surface; powering winds, ocean currents, and the water cycle.
	b. Know that solar energy reaches Earth through radiation, mostly in the form of visible light.
	c. Know that heat from Earth's interior reaches the surface primarily through convection.
	e. Know that differences in pressure, heat, air movement, and humidity result in change of weather.
5. Ecology (Items in Bold Assessed on NCLB in Grade 10)	a. Know that energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis; then from organism to organism through food webs.
	b. Know that matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.
	c. Know that populations of organisms can be categorized by the functions they serve in an ecosystem.
	d. Know that different kinds of organisms may play similar ecological roles in similar biomes.
	e. Know that the number/types of organisms an ecosystem can support depends on resources available and on light, water, temperatures, and soil composition.
6. Resources	a. Know that the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.
	b. Know different energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and how to classify them as renewable or non-renewable.
7. Investigation and Experimentation	c. Construct graphs from data; develop statements about relationships between variables.
	d. Communicate steps and results from an investigation in written/oral reports.
	e. Recognize if evidence is consistent with a proposed explanation.