

FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 6

INSTRUCTIONS: At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

READING PROCESS

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

___ adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- ___ use new vocabulary that is introduced and taught directly;
- ___ listen to, read, and discuss familiar and conceptually challenging text;
- ___ use context clues to determine meanings of unfamiliar words;
- ___ categorize key vocabulary and identify salient features;
- ___ relate new vocabulary to familiar words;
- ___ distinguish denotative and connotative meanings of words;
- ___ identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;
- ___ identify advanced word/phrase relationships and their meanings;
- ___ determine the correct meaning of words with multiple meanings in context;
- ___ determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and
- ___ identify the meaning of words and phrases derived from Greek and Roman mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- ___ use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
- ___ analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
- ___ determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;
- ___ identify cause-and-effect relationships in text;
- ___ analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;
- ___ analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;
- ___ compare and contrast elements in multiple texts; and
- ___ use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

LITERARY ANALYSIS

Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- ___ identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
- ___ locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;
- ___ locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;

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- ___ identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);
- ___ develop an interpretation of a selection and support through sustained use of examples and contextual evidence;
- ___ write a book report, review, or critique that compares two or more works by the same author;
- ___ locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author's tone and advances the work's theme;
- ___ compare language patterns and vocabulary of contemporary texts to those of historical texts;
- ___ explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and
- ___ use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture.

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- ___ locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);
- ___ use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;
- ___ organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);
- ___ identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and
- ___ use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

WRITING PROCESS

Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- ___ generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests;
- ___ making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and
- ___ using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- ___ developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;
- ___ organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and
- ___ analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices.

Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- ___ evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;
- ___ creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);
- ___ creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
- ___ applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

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Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- ___ spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;
- ___ capitalization, including major words in titles of books, plays, movies, and television programs;
- ___ punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;
- ___ the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and
- ___ consistency in verb tense in simple, compound, and complex sentences.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- ___ prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- ___ use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and
- ___ share the writing with the intended audience.

WRITING APPLICATIONS

Creative Standard - The student develops and demonstrates creative writing. The student will:

- ___ write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and
- ___ write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- ___ write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);
- ___ record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;
- ___ write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;
- ___ write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and
- ___ write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- ___ write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence;
- ___ include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).

COMMUNICATION

Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

- ___ use fluent and legible handwriting skills.

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Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

- ___ listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and
- ___ deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation.

INFORMATION AND MEDIA LITERACY

Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

- ___ explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;
- ___ use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and
- ___ create a technical manual or solve a problem.

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

- ___ select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;
- ___ collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details;
- ___ write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and
- ___ explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

- ___ analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and
- ___ demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

- ___ use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and
- ___ determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publications and presentations.

FLORIDA MATHEMATICS STANDARDS: GRADE 6

ALGEBRA

Big Idea 1 - Develop an understanding of and fluency with multiplication and division of fractions and decimals.

- Explain and justify procedures for multiplying and dividing fractions and decimals.
- Multiply and divide fractions and decimals efficiently.
- Solve real-world problems involving multiplication and division of fractions and decimals.

Big Idea 2 - Connect ratio and rates to multiplication and division.

- Use reasoning about multiplication and division to solve ratio and rate problems.
- Interpret and compare ratios and rates.

Big Idea 3 - Write, interpret, and use mathematical expressions and equations.

- Write and evaluate mathematical expressions that correspond to given situations.
- Write, solve, and graph one- and two- step linear equations and inequalities.
- Works backward with two-step function rules to undo expressions.
- Solve problems given a formula.
- Apply the Commutative, Associative, and Distributive Properties to show that two expressions are equivalent.
- Construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation.

GEOMETRY AND MEASUREMENT

Supporting Ideas

- Understand the concept of π , know common estimates of π (3.14; $22/7$) and use these values to estimate and calculate the circumference and the area of circles.
- Find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.
- Determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.

NUMBER AND OPERATIONS

Supporting Ideas

- Use equivalent forms of fractions, decimals, and percents to solve problems.
- Compare and order fractions, decimals, and percents, including finding their approximate location on a number line.
- Estimate the results of computations with fractions, decimals, and percents and judge the reasonableness of the results.

DATA ANALYSIS

Supporting Ideas

- Determine the measures of central tendency (mean, median, and mode) and variability (range) for a given set of data.
- Select and analyze the measures of central tendency or variability to represent, describe, analyze and/or summarize a data set for the purposes of answering questions appropriately.