6th Grade

**Parents**, these are the standards taught by Beyond Textbooks partner schools. This list is in alphanumeric order, and your school will likely teach them in a different order. For help deciphering the code in front of the standard, [please click here](https://www.beyondtextbooks.org/Parent_Portal/What_is_my_child_learning/6-8/6th_Grade).

- Math
- Reading
- Science
- Social Studies
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- Useful Web Links

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**Sixth Grade Math Standards**

**Quarter 1 Standards:**

1. **6.M.NS.A.01**: The Highly Proficient student can solve and model a problem in story context involving multistep division with fractions and mixed numbers.

2. **6.M.NS.B.02**: The Highly Proficient student can fluently divide multi-digit numbers using the standard algorithm.

3. **6.M.NS.B.03**: The Highly Proficient student can fluently add, subtract, multiply and divide multi-digit numbers including multi-digit decimals using the standard algorithm for each operation and assesses the reasonableness of the result.

4. **6.M.NS.B.04**: The Highly Proficient student can interpret a context to construct an equivalent expression using the greatest common factor, least common multiple, and the distributive property.

5. **6.M.RP.A.01**: The Highly Proficient student can describe a ratio relationship and compare two quantities multiplicatively.

6. **6.M.RP.A.02**: The Highly Proficient student can find unit rates requiring multiple steps.

7. **6.M.RP.A.03**: The Highly Proficient student can create and apply ratio reasoning to solve real-world problems.
including those involving percent or conversion of measurement units.

Quarter 2 Standards:

1. 6.M.EE.A.01: The Highly Proficient student can write and evaluate numerical expressions involving whole number exponents.

2. 6.M.EE.A.02abc: The Highly Proficient student can identify parts of an expression, evaluate, and create algebraic expressions involving rational numbers for real-world context.

3. 6.M.EE.A.03: The Highly Proficient student can use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.

4. 6.M.EE.A.04: The Highly Proficient student can use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.

5. 6.M.EE.B.05: The Highly Proficient student can solve an equation or inequality to choose or create a set of values that make the equation or inequality true.

6. 6.M.EE.B.06: The Highly Proficient student can 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.

7. 6.M.EE.B.07: The Highly Proficient student can create and solve a one-step equation to represent a real-world problem.

8. 6.M.EE.B.08: The Highly Proficient student can create, solve, and graph inequalities to represent constraints in a real-world problem.

9. 6.M.NS.C.05: The Highly Proficient student can identify and interpret rational numbers given problems in real-world context.

10. 6.M.NS.C.06ac: The Highly Proficient student can understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself and that 0 is its own opposite. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.

11. 6.M.NS.C.07: The Highly Proficient student can solve problems in real-world context involving the coordinate plane and absolute values.
Quarter 3 Standards:

1. **6.M.EE.C.09:** The Highly Proficient student can create a real-world context using dependent and independent variables by constructing a table, graph, or equation.

2. **6.M.G.A.01:** The Highly Proficient student can find the area of regular and irregular polygons by composing into rectangles or decomposing into triangles or other shapes.

3. **6.M.G.A.02:** The Highly Proficient student can find the volume of a right rectangular prism with fractional edge lengths using unit cubes and/or the traditional formula.

4. **6.M.G.A.03:** The Highly Proficient student can find a missing vertex of a polygon given other vertices.

5. **6.M.G.A.04:** The Highly Proficient student can solve real world problems by finding surface area for three dimensional figures using nets with fractional edges.

6. **6.M.NS.C.06b:** The Highly Proficient student can recognize in real-world problems that when two ordered pairs differ only by sign then the locations are related to reflections over one or both axes.

7. **6.M.NS.C.08:** The Highly Proficient student can use absolute value to find the distance between two points with the same first or second coordinate in real-world context.

Quarter 4 Standards:

1. **6.M.SP.A.01.02.03:** The Highly Proficient student can create a statistical question given a context and develop a data set with a given measure of center, spread, and overall shape, and determine how additional data points impact these measures.

2. **6.M.SP.B.04:** The Highly Proficient student can interpret numerical data by creating a histogram, box plot, and/or dot plot.

3. **6.M.SP.B.05:** The Highly Proficient student can summarize numerical data sets in relation to their context by finding measures of center, variability, and overall patterns.

Sixth Grade Reading Standards

Quarter 1 Standards:

1. **6.R.RI.02:** The Highly Proficient student can evaluate central ideas and how they are conveyed through particular details and provide a comprehensive summary, distinct from personal opinions or judgments.

2. **6.R.RI.03:** The Highly Proficient student can analyze in detail how a key individual, event, or idea is introduced,
illustrated, and elaborated in a text and analyze relationships among the key individuals, events, or ideas.

3. **6.R.RL.02**: The Highly Proficient student can evaluate themes or central ideas, considering major/minor themes, and how they are conveyed through particular details; then provide a comprehensive summary distinct from personal opinions or judgments.

4. **6.R.RL.03**: The Highly Proficient student can analyze how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.

5. **6.R.RL.09**: The Highly Proficient student can compare, contrast, and analyze/evaluate texts in different forms or genres in terms of their approaches to similar themes and topics.

**Quarter 2 Standards:**

1. **6.R.RI.01**: The Highly Proficient student can apply strong textual evidence in supporting a complex inference or analysis of the text. (Informational text)

2. **6.R.RI.06**: The Highly Proficient student can analyze an author’s point of view and purpose in a text and provide evidence to show how they are conveyed.

3. **6.R.RL.01**: The Highly Proficient student can apply strong textual evidence in supporting a complex inference or analysis of the text. (Literature)

4. **6.R.RL.04**: The Highly Proficient student can analyze the meaning of words and phrases, including figurative and connotative, and evaluate the impact on meaning and tone.

5. **6.R.RL.05**: The Highly Proficient student can articulate why the author includes a particular sentence, chapter, scene, or stanza in a text, and analyze how it affects the overall structure and contributes to the development of the theme, setting, or plot.

6. **6.R.RL.06**: The Highly Proficient student can analyze how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.

**Quarter 3 Standards:**

1. **6.R.RI.04**: The Highly Proficient student can analyze the meaning of figurative, connotative, and technical meanings of words and phrases in a text.

2. **6.R.RI.05**: The Highly Proficient student can articulate why the author uses a particular sentence, paragraph, chapter, or section; then analyze how it affects the overall structure of a text and contributes to the development of ideas.

3. **6.R.RI.07**: The Highly Proficient student can evaluate and synthesize information presented in different media.
4. **6.R.RI.08**: The Highly Proficient student can trace and evaluate the argument and specific claims in a text; then analyze how the reasoning and evidence supports or does not support the claim.

5. **6.R.RI.09**: The Highly Proficient student can compare and contrast one author’s presentation of events with that of another author and evaluate the effect and impact of the different presentations.

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**Quarter 4 Standards:**

1. **6.R.RL.07**: The Highly Proficient student can compare and contrast and analyze the experiences of reading a story, drama, poem, to listening to or viewing an audio, video, or live version of the text.

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**Reading Yearly Standards (taught throughout the school year):**

1. **6.R.RL.10**: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

2. **6.R.RI.10**: By the end of the year, proficiently and independently read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

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**Sixth Grade Science Standards**

**Quarter 1 Standards:**

1. **6.RST.04**: I can determine the meaning of symbols, words and phrases in text.

2. **G6.2S.C1.PO1**: I can identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jacques Cousteau [inventor, marine explorer], William Beebe [scientist], Thor Heyerdahl [anthropologist]).

3. **G6.2S.C1.PO2**: I can describe how scientific innovations have revolutionized modern ways of thinking.

4. **G6.2S.C1.PO3**: I can analyze the impact of a major scientific development occurring within the past decade.

5. **G6.2S.C1.PO4**: I can describe the use of technology in science-related careers.

6. **G6.2S.C2.PO1**: I can describe how scientific understanding changes in response to new information and discoveries.
7. **G6.2S.C2.PO2:** I can describe how scientific knowledge is subject to change as new information and/or technology challenges prevailing theories.

8. **G6.2S.C2.PO3:** I can apply the following scientific processes to other problem solving or decision making situations: observing, questioning, communicating, comparing, measuring, classifying, organizing data, inferring, generating hypotheses, identifying variables, and predicting.

9. **G6.3S.C1.PO1:** I can evaluate the effects of the following natural hazards: sandstorm, hurricane, tornado, ultraviolet light, lightning-caused fire.

10. **G6.3S.C1.PO2:** I can describe how people plan for, and respond to, the following natural disasters: drought, flooding, tornado.

11. **G6.3S.C2.PO1:** I can propose viable methods of responding to an identified need or problem.

12. **G6.4S.C3.PO1:** I can explain that sunlight is the major source of energy for most ecosystems.

13. **G6.6S.C1.PO1:** I can describe the properties and the composition of the layers of the atmosphere.

14. **G6.6S.C1.PO2:** I can explain the composition, properties, and structure of the Earth’s lakes and rivers.

15. **G6.6S.C1.PO4:** I can analyze the interactions between the Earth’s atmosphere and its bodies of water.

16. **G6.6S.C1.PO5:** I can describe ways scientists explore the Earth’s atmosphere and bodies of water.

17. **G6.6S.C2.PO1:** I can explain how water is cycled in nature.

18. **G6.6S.C2.PO3:** I can analyze the effects that bodies of water have on the climate of a region.

19. **G6.6S.C2.PO4:** I can analyze the following factors that affect climate: ocean currents, elevation, and location.

20. **G6.6S.C2.PO5:** I can analyze the impact of large-scale weather systems on the local weather.

21. **G6.6S.C2.PO6:** I can create a weather system model that includes the Sun, the atmosphere, and bodies of water.

**Quarter 2 Standards:**

1. **6.RST.03:** I can follow procedures precisely to perform a task.

2. **6.RST.08:** I can trace and evaluate the facts and details that support the author’s argument. I can distinguish between fact and opinion.

3. **G6.1S.C1.PO1:** I can differentiate among a question, hypothesis, and prediction.

4. **G6.1S.C1.PO2:** I can create questions from observations that lead to a hypothesis.

5. **G6.1S.C1.PO3:** I can locate research information for use in the design of a controlled investigation.
6. **G6.1S.C2.PO1**: I can demonstrate safe behavior and appropriate procedures (e.g., use and care of technology, materials, organisms) in all science inquiry.

7. **G6.1S.C2.PO2**: I can design an investigation to test individual variables using scientific processes.

8. **G6.1S.C2.PO3**: I can conduct a controlled investigation using scientific processes.

9. **G6.1S.C2.PO4**: I can perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).

10. **G6.1S.C2.PO5**: I can keep a record of observations using tools such as written and/or computer logs.

11. **G6.1S.C3.PO1**: I can analyze data obtained in a scientific investigation to identify trends.

12. **G6.1S.C3.PO2**: I can form a logical argument about a correlation.

13. **G6.1S.C3.PO3**: I can evaluate the observations and data reported by others.

14. **G6.1S.C3.PO4**: I can interpret simple tables and graphs produced by others.

15. **G6.1S.C3.PO5**: I can compare the results from a previous investigation to those of a current investigation.

16. **G6.1S.C3.PO6**: I can create questions based on the results of a completed investigation.

17. **G6.1S.C4.PO3**: I can use qualitative and quantitative information to communicate the results of an investigation.

18. **G6.1S.C4.PO5**: I can communicate results/conclusion.

19. **G6.1S.C4.PO4**: I can create list of instructions.

20. **G6.4S.C3.PO2**: I can describe how quality of life is effected by water quality, climate, population density, and smog.

21. **G6.5S.C3.PO1**: I can identify various ways in which electrical energy is generated.

22. **G6.5S.C3.PO4**: I can explain how thermal energy can be transferred by conduction. I can explain how thermal energy can be transferred by convection. I can explain how thermal energy can be transferred by radiation.

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**Quarter 3 Standards:**

1. **6.RST.07**: I can integrate information presented in different formats.

2. **G6.4S.C1.PO1**: I can explain the importance of water to organisms.

3. **G6.4S.C1.PO2**: I can describe the basic structure of a cell, including: cell wall, cell membrane, nucleus.

4. **G6.4S.C1.PO3**: I can describe the function of each of the following cell parts: cell wall, cell membrane, nucleus.
5. **G6.4S.C1.PO4**: I can differentiate between plant and animal cells.

6. **G6.4S.C1.PO6**: I can relate the structures of living organisms to their functions: PLANTS

7. **G6.4S.C1.PO6**: I can relate the structures of living organisms to their functions: ANIMALS

8. **G6.5S.C3.PO2**: I can identify several ways in which energy may be stored.

9. **G6.5S.C3.PO3**: I can compare the following ways in which energy may be transformed: mechanical to electrical and electrical to thermal

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**Quarter 4 Standards:**

1. **6.RST.01**: I can use evidence from a text to support my analysis.

2. **G6.4S.C1.PO7**: I can describe how the respiratory and circulatory, muscular and skeletal, and digestive and excretory systems work together to perform a vital function.

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**Yearly Standards (taught throughout the school year):**

1. **6.RST.10**: I can read and comprehend scientific texts.

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**Sixth Grade Social Studies Standards**

**Quarter 1 Standards:**

1. **6.SS.C2.01**: I can analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

2. **6.SS.C4.01**: I can explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

3. **6.SS.G1.01**: I can use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

4. **6.SS.G2.01**: I can compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

5. **6.SS.G3.02**: I can analyze the influence of location, use of natural resources, catastrophic environmental events,
and technological developments on human settlement and migration. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

6. **6.SS.G4.01**: I can explain why environmental characteristics vary among different world regions. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

7. **6.SS.H1.01**: I can compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

8. **6.SS.H3.03**: I can explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. (Early Civilizations to Mesopotamia & River Valleys: Tigris & Euphrates, Indus, Yellow & Nile)

9. **6.SS.H4.01**: Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

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**Quarter 2 Standards:**

1. **6.SS.C2.01**: I can analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. (Ancient Egypt, Greece & Rome, Persia, China)

2. **6.SS.C4.01**: I can explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. (Ancient Egypt, Greece & Rome, Persia, China)

3. **6.SS.C4.02**: Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government. Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open-mindedness, critical examination of issues, negotiation and compromise, civic-mindedness, compassion, patriotism, conciliation, and consensus building.

4. **6.SS.E1.01**: I can analyze the relationship between education, income, and job opportunities within the context of the time period and region studied. (Ancient Egypt, Greece & Rome, Persia, China)

5. **6.SS.E3.03**: I can analyze the influence of specialization and trade within diverse cultures and communities in regions studied. (Ancient Egypt, Greece & Rome, Persia, China)

6. **6.SS.E5.01**: I can describe the factors that influence trade between countries or cultures. (Ancient Egypt, Greece & Rome, Persia, China)

7. **6.SS.E5.02**: Explain the effects of increasing economic interdependence within distinct groups.

8. **6.SS.G3.01**: I can analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. (Ancient Egypt, Greece & Rome, Persia, China)
9. **6.SS.G4.02**: I can describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. (Ancient Egypt, Greece & Rome, Persia, China)

10. **6.SS.H1.01**: I can compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. (Ancient Egypt, Greece & Rome, Persia, China)

11. **6.SS.H1.02**: I can explain the causes and effects of interactions between cultures and civilizations. (Ancient Egypt, Greece & Rome, Persia, China)

12. **6.SS.H2.01**: I can evaluate the causes and effects of conflict and resolution among different societies and cultures. (Ancient Egypt, Greece & Rome, Persia, China)

13. **6.SS.H3.01**: I can analyze the impact of religious, government, and civic groups over time. (Ancient Egypt, Greece & Rome, Persia, China)

14. **6.SS.H3.03**: I can explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. (Ancient Egypt, Greece & Rome, Persia, China)

**Quarter 3 Standards:**

1. **6.SS.C2.01**: I can analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. (Major World Religions, African Kingdoms, Middle Ages, India)

2. **6.SS.C4.01**: I can explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. (Major World Religions, African Kingdoms, Middle Ages, India)

3. **6.SS.E1.01**: I can analyze the relationship between education, income, and job opportunities within the context of the time period and region studied. (Major World Religions, African Kingdoms, Middle Ages, India)

4. **6.SS.E1.02**: Give examples of financial risks that individuals and households face within the context of the time period and region studied.

5. **6.SS.E3.02**: Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.

6. **6.SS.G3.01**: I can analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. (Major World Religions, African Kingdoms, Middle Ages, India)

7. **6.SS.G4.02**: I can describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. (Major World Religions, African Kingdoms, Middle Ages, India)

8. **6.SS.H1.01**: I can compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. (Major World Religions, African Kingdoms, Middle Ages, India)

9. **6.SS.H1.02**: I can explain the causes and effects of interactions between cultures and civilizations. (Major World
10. **6.SS.H2.01**: I can evaluate the causes and effects of conflict and resolution among different societies and cultures. (Major World Religions, African Kingdoms, Middle Ages, India)

11. **6.SS.H3.02**: I can generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. (Major World Religions, African Kingdoms, Middle Ages, India)

12. **6.SS.H3.03**: I can explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. (Major World Religions, African Kingdoms, Middle Ages, India)

### Quarter 4 Standards:

1. **6.SS.C2.01**: I can analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied. (Renaissance, Reformation, Enlightenment)

2. **6.SS.C4.01**: I can explain challenges and opportunities people and groups face when solving local, regional, and/or global problems. (Renaissance, Reformation, Enlightenment)

3. **6.SS.E1.01**: I can analyze the relationship between education, income, and job opportunities within the context of the time period and region studied. (Renaissance, Reformation, Enlightenment)

4. **6.SS.E3.01**: Describe the relationship between various costs and benefits of economic production.

5. **6.SS.G3.01**: I can analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. (Renaissance, Reformation, Enlightenment)

6. **6.SS.G4.02**: I can describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places. (Renaissance, Reformation, Enlightenment)

7. **6.SS.H1.01**: I can compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. (Renaissance, Reformation, Enlightenment)

8. **6.SS.H2.01**: I can evaluate the causes and effects of conflict and resolution among different societies and cultures. (Renaissance, Reformation, Enlightenment)

9. **6.SS.H3.03**: I can explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. (Renaissance, Reformation, Enlightenment)

### Yearly Standards (taught throughout the school year):

1. None
Sixth Grade Writing Standards

Quarter 1 Standards:

1. **6.L.01a-e**: The Highly Proficient student can demonstrate strong command of the conventions of Standard English grammar and usage when writing or speaking: (a) ensures that pronouns are in the proper case; (b) uses intensive pronouns; (c) recognizes and corrects inappropriate shifts in pronoun number and person; (d) recognizes and corrects vague pronouns; (e) identifies variations from standard English and uses specific strategies to significantly improve expression in conventional language.

2. **6.L.02**: The Highly Proficient student can demonstrate strong and strategic command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

3. **6.L.03**: The Highly Proficient student can strategically use knowledge of language and its conventions when writing, speaking, reading, or listening; (a) varying sentence patterns for meaning, interest, reader/listener interest, and style; (b) maintaining strong consistency in style and tone.

4. **6.W.02**: The Highly Proficient student can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

5. **6.W.05**: The Highly Proficient student can produce clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Quarter 2 Standards:

1. **6.L.04**: The Highly Proficient student can definitively determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies.

2. **6.L.05**: The Highly Proficient student can demonstrate command of figurative language, word relationships, and nuances in word meanings.

3. **6.W.01**: The Highly Proficient student can write arguments to support claims with clear reasons and relevant evidence.

4. **6.W.05**: The Highly Proficient student can produce clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. **6.W.08**: The Highly Proficient student can gather relevant information by conducting research, drawing on several high-quality, credible sources, using standard citation format, and avoiding plagiarism.

6. **6.W.09**: The Highly Proficient student can draw evidence from literary or informational texts to support analysis, reflection, and research.
Quarter 3 Standards:

1. **6.W.04**: The Highly Proficient student can produce well developed writing in which the development, organization, and style are appropriate to the task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting and editing for conventions.

2. **6.W.05**: The Highly Proficient student can produce clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3. **6.W.08**: The Highly Proficient student can gather relevant information by conducting research, drawing on several high-quality, credible sources, using standard citation format, and avoiding plagiarism.

Quarter 4 Standards:

1. **6.W.03**: The Highly Proficient student can produce a clear and well-developed narrative that develops real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

2. **6.W.05**: The Highly Proficient student can produce clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience.

3. **6.W.06**: The Highly Proficient student can produce clear and well-developed writing in which the development, organization, and style is appropriate to the task, purpose and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, and editing for conventions; demonstrates the ability to complete a writing task in a single sitting with adequate keyboarding skills.

4. **6.W.07**: The Highly Proficient student can conduct research projects to answer questions, drawing on several high quality credible sources, using standard citation format and avoiding plagiarism.

5. **6.W.08**: The Highly Proficient student can gather relevant information by conducting research, drawing on several high-quality, credible sources, using standard citation format, and avoiding plagiarism.

Yearly Standards (taught throughout the school year):

1. **6.L.06**: The Highly Proficient student can 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.

2. **6.W.10**: The Highly Proficient student can 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.
Parents, these sites are free to use, or have at least some free options. Some may require creating a free account. Once you know the name of the standard your child is working on, try searching within the site for that standard.

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<td><strong>The Science Spot</strong> - many resources based on science. Searchable by topic and subject.</td>
<td><strong>Text structures: types, outlines, and examples</strong> - very useful guidelines on writing and types of writing.</td>
<td><strong>Purple Math</strong> - informative explanations of many math topics. Searchable by content and standard.</td>
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<td><strong>Parts of Speech</strong> - a good ELA resource based on parts of speech.</td>
<td><strong>YouTube</strong> - try searching for a specific topic, such as “how to add fractions”.</td>
<td><strong>NewsELA</strong> - student-friendly articles based on news and current events.</td>
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<td><strong>LearnZillion</strong> - many resources for students and parents in grades 3-9, ELA and Math.</td>
<td><strong>Common Lit</strong> - many reading resources based on all content areas. Searchable by topic and subject.</td>
<td><strong>ReadWriteThink</strong> - a very powerful website for ELA standards and practice.</td>
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<td><strong>Math Antics</strong> - a YouTube channel with great math how-to videos.</td>
<td><strong>Educator.com</strong> - many of these resources require a paid subscription, but some are free to view. Good section on AP classes.</td>
<td><strong>Big History Project</strong> - a comprehensive &quot;history of the universe&quot; project.</td>
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