

Parents of Elementary Students,

Starting this year, teachers will be sending a report card home twice a year- once at semester's end in January, and again at the end of the year. You may access real time information about your child's progress in school at any time throughout the year through ParentVUE, our online grade book. We believe this timely, specific information is essential to students and parents as we work together for student success. ParentVUE allows you to see assignments and assessments related to the standards. If you accessed ParentVUE last year, your log in information is the same. At parent conferences in the fall, your student's teacher will be able to explain their use of gradebook as a communication tool regarding your student.

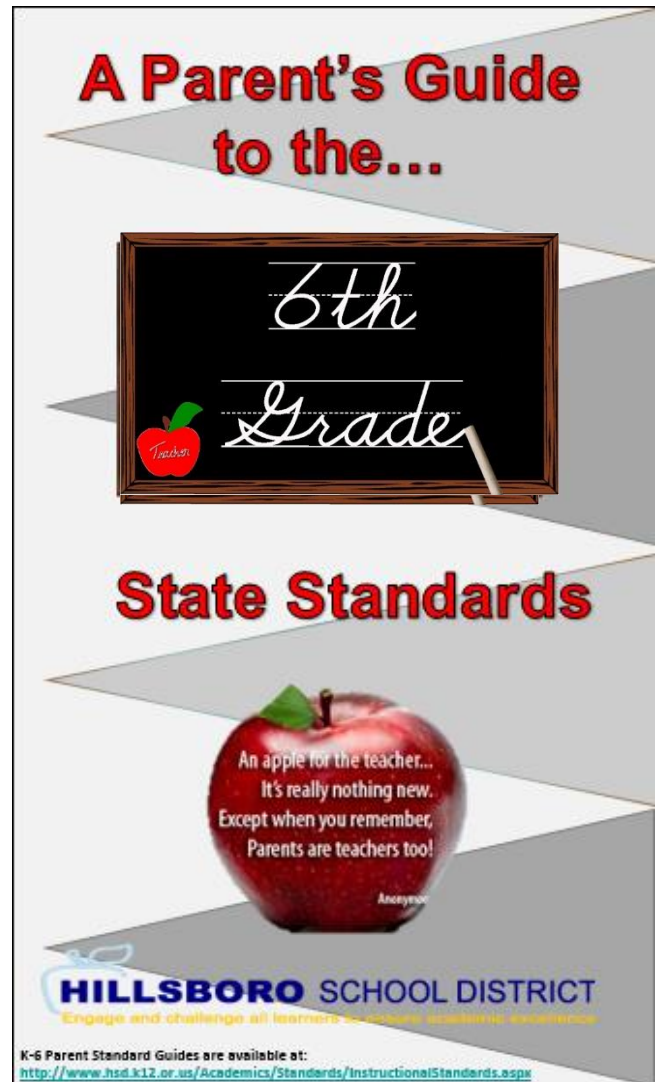
We are committed to providing every student in our district access to grade level standards. Since the new report card has been condensed, you will no longer see all standards listed under each category. Only the overarching standards will be reflected in bold under each cluster.

This pamphlet is divided by content areas like the report card with *all* standards written under each category in student and parent friendly "I can" statements that describe what skills a student "can do" to demonstrate grade level performance by the end of the year. The ✓ represent when standards may be assessed each quarter. If your child is *meeting*, they demonstrate skills taught that quarter/semester within the "I can" statement. *Exceeding* marks mean students demonstrate skills beyond those expected at the time of grading. Students who *nearly meet* or *not yet meet* will need extra support from school and home to master the standard. Your student would need to develop more skills before s/he could say, "I can" for the marked standards. The teacher, parent and student should work together to address the need.

We are confident that our new report card, this pamphlet and ParentVUE will provide the detail and specifics to help students and parents identify students' strengths and areas of needed support. Thank you for being important partners in your child's education.

Together we can ensure all kids leave elementary school on track to be college and career ready when they graduate high school!

**K-6 Parent Standard Guides are available at: <http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>**



**A Parent's Guide to the...**

**6th Grade**

**State Standards**

An apple for the teacher...  
It's really nothing new.  
Except when you remember,  
Parents are teachers too!

**HILLSBORO SCHOOL DISTRICT**  
Engage and challenge all learners to ensure academic excellence

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<http://www.hsd.k12.or.us/Academics/Standards/InstructionalStandards.aspx>



## Key Idea Reading Literature:

Sixth grade students analyze how chapters of a book, scenes of a play, or stanzas of a poem fit into the overall structure of the piece and contribute to the development of ideas or themes. Literature in sixth grade focuses on plot development and analysis of the text in many ways.

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓				RL 6.1	I can cite evidence from the text in a story to support my analysis of the story and to draw inferences.
✓				RL 6.2	I can use details from the text to determine the theme or message of the story; provide a summary of the text without my opinions or judgements.
✓			✓	RL 6.3	I can describe how a story's plot unfolds using a series of episodes. As well as how the characters respond or change as the plot moves toward a resolution.
Nov	Jan	Apr	Jun	<b>Craft and Structure</b>	
	✓			RL 6.4	I can determine the figurative and literal meaning of words and phrases based on how they are used in a text and analyze the impact of specific word choice on the meaning and tone of the passage.
	✓		✓	RL 6.5	I can 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.
	✓			RL 6.6	I can explain how an author develops the point of view of a narrator or text's characters.
Nov	Jan	Apr	Jun	<b>Integration of Knowledge and Ideas</b>	
		✓		RL 6.7	I can compare and contrast the experience of reading a text to viewing or listening to the same text.
		✓		RL 6.9	I can compare and contrast similar themes in various genres.
<b>Range of Reading and Text Complexity</b>					
✓	✓	✓	✓	RL 6.10	I can read and comprehend literary text, including stories, dramas, and poems appropriate for sixth grade.



## Key Idea Reading Informational:

In 6th grade, students apply skills they learned in earlier grades to make sense of longer, more challenging books and articles. That includes learning about how authors try to influence readers and find reasons to support their ideas.

Focusing on how authors make their points and support their arguments with evidence and reasoning helps 6<sup>th</sup> grade students sharpen their ability to write and speak with more clarity and coherence. The gain knowledge from materials that make extensive use of elaborate diagrams and data to convey information and illustrate concepts.

Nov	Jan	Apr	Jun	<b>Key Ideas and Details</b>	
✓				RI 6.1	I can use evidence from the text to support my analysis of what the text says and inferences I make.
✓				RI 6.2	I can determine the main idea of a text and explain how it is supported by key details; provide a summary of the text without adding my opinions or judgements.
✓			✓	RI 6.3	I can analyze how an individual, event, or idea is introduced and elaborated upon in informational text.
Nov	Jan	Apr	Jun	<b>Craft and Structure</b>	
	✓			RI 6.4	I can determine the figurative, connotative or technical meaning of words or phrases in a nonfiction text.
	✓			RI 6.5	I can analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how that affects the development of the ideas.
	✓		✓	RI 6.6	I can determine the author's point of view and explain how it is conveyed through the text.
Nov	Jan	Apr	Jun	<b>Integration of Knowledge and Ideas</b>	
	✓			RI 6.7	I can integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
		✓		RI 6.8	I can trace and evaluate the arguments and claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
		✓	✓	RI 6.9	I can compare and contrast two authors' presentations of the same event or topic.
Nov	Jan	Apr	Jun	<b>Range of Reading and Text Complexity</b>	
✓	✓	✓	✓	RI 6.10	I can read and comprehend informational text appropriate for sixth grade.



## Key Idea Writing:

Sixth grader students have developed their opinion writing and now practice in-depth writing arguments that provide clear reasons and relevant evidence, using credible sources. Your child will be writing brief reports that examine a topic, have a clear focus, and include relevant facts, details and quotations.

Nov	Jan	Apr	Jun	<b>Text Types and Purposes</b>	
				<b>W 6.1</b>	<b>I can write arguments to support claims with clear reasons and relevant evidence.</b>
	✓		✓	W 6.1.A	<i>I can introduce claims and organize the reasons and evidence clearly.</i>
	✓		✓	W 6.1.B	<i>I can support claims with clear and relevant reasons, through the use of credible sources, demonstrating an understanding of the topic.</i>
	✓		✓	W 6.1.C	<i>I can use words, phrases, and clauses to clarify relationships among claims/reasons.</i>
	✓		✓	W 6.1.D	<i>I can establish and maintain a formal style in presenting my written arguments.</i>
	✓		✓	W 6.1.E	<i>I can provide a concluding statement or section that flows from the presented argument.</i>
				<b>W 6.2</b>	<b>I can write an informative/explanatory piece, which examines a topic and conveys ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
✓		✓	✓	W 6.2.A	<i>I can introduce a topic, organize ideas, concepts, and information with appropriate structure, include formatting and graphics when useful to aiding comprehension.</i>
✓		✓	✓	W 6.2.B	<i>I can use facts, definitions, details, quotations, or other examples to develop the topic.</i>
✓		✓	✓	W 6.2.C	<i>I can use appropriate transitions to clarify relationships among ideas.</i>
✓		✓	✓	W 6.2.D	<i>I can use precise language and vocabulary in my writing to help readers understand my topic more clearly.</i>
✓		✓	✓	W 6.2.E	<i>I can establish and maintain a formal style in presenting informational/explanatory writing.</i>
✓		✓	✓	W 6.2.F	<i>I can write a conclusion that follows from the information and explanations I presented.</i>
				<b>W 6.3</b>	<b>I can write narratives that develop real or imagined experiences using effective technique, relevant descriptive details and well-structured event sequences.</b>
✓	✓	✓		W 6.3.A	<i>I can effectively engage readers by writing an introduction that explains a context and introduces a narrator and/or characters.</i>
✓	✓	✓		W 6.3.B	<i>I can use dialogue, pacing and descriptive words to develop the characters and events in my narrative.</i>
✓	✓	✓		W 6.3.C	<i>I can use various transition words to show the sequence of events and shifts in time or setting in my narrative writing.</i>
✓	✓	✓		W 6.3.D	<i>I can use precise language and descriptive details in my writing to help readers understand the experiences and events.</i>
✓	✓	✓		W 6.3.E	<i>I can write a conclusion that follows from the experience and events I presented.</i>
Nov	Jan	Apr	Jun	<b>Production and Distribution of Writing</b>	
		✓		<b>W 6.4</b>	<b>I can produce clear, coherent writing in which the development, organization, and style are appropriate for sixth grade tasks, purposes, and audiences.</b>
	✓	✓		<b>W 6.5</b>	<b>I can use guidance from adults and my peers to plan, revise, and edit my writing.</b>
		✓	✓	<b>W 6.6</b>	<b>I can use technology, internet to produce and publish writing and to interact and collaborate with others and demonstrate a command of keyboarding skills to type three pages in one sitting.</b>

Nov	Jan	Apr	Jun	<b>Research to Build and Present Knowledge</b>	
	✓			<b>W 6.7</b>	<b>I can conduct short research projects that use several sources to answer a specific question.</b>
		✓		<b>W6.8</b>	<b>I can gather information from multiple sources (print and digital) and assess credibility of those sources.</b>
		✓		<i>W6.8</i>	<i>I can determine whether a source is credible and can quote or paraphrase from those sources without plagiarizing.</i>
		✓		<i>W6.8</i>	<i>I can provide basic bibliography information to recognize my various sources.</i>
		✓	✓	<b>W 6.9</b>	<b>I can use evidence from literature and informational text to support analysis, reflection, and research in my writing.</b>
		✓		<i>W 6.9.A</i>	<i>I can apply 6th grade reading standards to writing literature.</i>
		✓		<i>W 6.9.B</i>	<i>I can apply 6th grade reading standards to writing literary nonfiction.</i>
Nov	Jan	Apr	Jun	<b>Range of Writing</b>	
✓	✓	✓	✓	<b>W 6.10</b>	<b>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.</b>



## Key Idea Speaking and Listening:

Sixth grade students focus on reviewing and paraphrasing key ideas and multiple perspectives of a speaker. They evaluate the argument and specific claims in written materials or a speech, and distinguishing claims that are supported by reasons and evidence from claims that are not. They give speeches in which they present claims and findings to others, sequence ideas logically and emphasize main ideas or themes.

Nov	Jan	Apr	Jun	<b>Comprehension and Collaboration</b>	
				<b>SL 6.1</b>	<b>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.</b>
	✓			<i>SL 6.1.A</i>	<i>I can better prepare myself for participating in discussions, 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.</i>
	✓			<i>SL 6.1.B</i>	<i>I can follow appropriate guidelines for discussions by setting specific goals and meeting deadlines.</i>
✓				<i>SL 6.1.C</i>	<i>I can ask and answer questions during a discussion to elaborate on the remarks of others and contribute to the discussion.</i>
		✓	✓	<i>SL 6.1.D</i>	<i>I can review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion.</i>
✓				<b>SL 6.2</b>	<b>I can understand and reflect upon information presented from various sources and explain how it might contribute to the discussion.</b>
			✓	<b>SL 6.3</b>	<b>I can identify a speaker's argument and specific claims and the claims that are supported by reasons/evidence and those that are not.</b>
Nov	Jan	Apr	Jun	<b>Presentation of Knowledge and Ideas</b>	
	✓		✓	<b>SL 6.4</b>	<b>I can 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.</b>
✓				<b>SL 6.5</b>	<b>I can include various ways to clarify information and enhance my presentation with graphics, images, music, sound and other visual displays.</b>
		✓	✓	<b>SL 6.6</b>	<b>I can change my way of speaking to suit a variety of situations and tasks and use formal English when necessary and appropriate.</b>



## Key Idea Language:

Your sixth grader recognizes variations from standard English in his or her own and others' writing and speaking, and uses this knowledge to improve language use. Sixth graders determine the correct meaning of a word based on the context in which it is used (e.g., the rest of the sentence or paragraph; a word's position or function in a sentence).

Nov	Jan	Apr	Jun	<b>Conventions of Standard English</b>	
				<b>L 6.1</b>	<b>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
	✓			L 6.1.A	<i>I can make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives).</i>
	✓			L 6.1.B	<i>I can use intensive (reflexive) pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).</i>
	✓			L 6.1.C	<i>I can recognize and correct inappropriate shifts in pronoun number and person.</i>
	✓			L 6.1.D	<i>I can recognize and correct vague pronouns (those with unclear antecedents).</i>
✓			✓	L 6.1.E	<i>I can recognize variation of standard English in writing, speaking, and identify and use strategies to improve expression in conventional language.</i>
				<b>L 6.2</b>	<b>I can demonstrate command of the conventions of standard English capitalization, and spelling when writing.</b>
✓	✓			L 6.2.A	<i>I can use punctuation to set off nonrestrictive elements.</i>
		✓	✓	L 6.2.B	<i>I can spell sixth grade words correctly.</i>
Nov	Jan	Apr	Jun	<b>Knowledge of Language</b>	
				<b>L 6.3</b>	<b>I can use my knowledge of the English language and proper conventions when I read, speak, write or listen.</b>
✓		✓	✓	L 6.3.A	<i>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.</i>
	✓	✓	✓	L 6.3.B	<i>I can show consistency in the style and tone of my writing.</i>
Nov	Jan	Apr	Jun	<b>Vocabulary Acquisition</b>	
				<b>L 6.4</b>	<b>I can determine or clarify the meanings of unknown and multiple meaning words and phrases based on 6th grade texts, choosing flexibility from a range of strategies.</b>
	✓			L 6.4.A	<i>I can use context clues to figure out meanings of a word or phrases.</i>
		✓	✓	L 6.4.B	<i>I can use common Greek and Latin affixes and roots to figure out word meanings.</i>
✓	✓			L 6.4.C	<i>I can use reference materials to determine pronunciation, meaning, or part of speech of a word.</i>
		✓	✓	L 6.4.D	<i>I can verify what I think a word means by looking it up in context or a dictionary.</i>
✓	✓	✓	✓	<b>L 6.5</b>	<b>I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
			✓	L 6.5.A	<i>I can interpret figure of speech in context.</i>
	✓	✓		L 6.5.B	<i>I can use the relationships between words to better understand each word's meaning.</i>
		✓		L 6.5.C	<i>I can distinguish among connotations and denotation of words.</i>
✓	✓	✓	✓	<b>L 6.6</b>	<b>I can acquire and use accurately academic and domain-specific words and phrases appropriate to sixth grade topics; gather vocabulary knowledge when considering a word or phrase important to meaning or expression.</b>



## Key Idea **ELD** *English Language Development for ESL students only*

There are many things you can do at home to help student's develop the skills they will need in order to be successful in English. English Language Development does not depend on speaking English. Students who are read to at home in their native language (whether it be Spanish, Chinese, Russian, etc....) are learning valuable skills that support English proficiency. Students not only listen as you read, but they respond by asking and answering questions. Older students read the text and write ideas about what they've heard. All of these skills transfer between languages and support your students' English Language Development.

Nov	Jan	Apr	Jun	<b>Linguistic Structures</b> - Uses accurate word meaning in correct sentence form at proficiency level.	
✓	✓			ELP.9	<i>I can create clear and coherent grade-appropriate speech &amp; text.</i>
✓	✓			ELP.10	<i>I can make accurate use of standard English to communicate in grade-appropriate speech and writing.</i>
				<b>Receptive Modalities</b> - Listens, reads and/or views and then demonstrates the meaning at proficiency level.	
✓	✓			ELP.1	<i>I can make meaning from oral presentations, literary and informational text through listening, reading &amp; viewing.</i>
✓	✓			ELP.8	<i>I can figure out the meaning or words and phrases in oral presentations, literary and informational text.</i>
Nov	Jan	Apr	Jun	<b>Productive Modalities</b> - Completes an oral or written task to show understanding of what was heard at proficiency level.	
		✓	✓	ELP.3	<i>I can speak and write about grade-appropriate complex literary and informational texts and topics.</i>
		✓	✓	ELP.4	<i>I can make grade-appropriate oral or written claims and support them with reasoning and evidence.</i>
				ELP.7	<i>I can adapt language choices to purpose, task and audience when speaking and writing.</i>
Nov	Jan	Apr	Jun	<b>Interactive Modalities</b> - Speak and listen, read and write, to collaborate and share information at proficiency level.	
		✓	✓	ELP.2	<i>I can participate in oral and written exchanges of information, ideas and analysis responding to peers or reader comments and questions.</i>
		✓	✓	ELP.5	<i>I can conduct research and evaluate and communicate finding to answer questions or solve problems.</i>
		✓	✓	ELP.6	<i>I can analyze and critique the arguments of others orally.</i>





## Key Idea Math:

The skills and understanding that your child will gain during 6th grade are among the most important foundations for college and career readiness. These include working with ratios and rates and working with variables and variable expressions — the building blocks of algebra. Many of this year’s topics will remain a major emphasis throughout the middle school years and into high school.

Nov	Jan	Apr	Jun	<b>Ratios and Proportional Relationships</b>	
✓	✓	✓		<b>6.RP.A.1</b>	<b>I can understand ratios and the language used to describe two amounts.</b>
		✓		<b>6.RP.A.2</b>	<b>I can understand how to find a rate when given a specific ratio.</b>
		✓		<b>6.RP.A.3</b>	<b>I can solve word problems related to ratios in order to figure out the rate.</b>
		✓		<i>6.RP.A.3.A</i>	<i>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.</i>
✓		✓	✓	<i>6.RP.A.3.B</i>	<i>I can solve problems that involve unit rates or unit prices.</i>
✓	✓		✓	<i>6.RP.A.3.C.1</i>	<i>I can find a percent of a quantity as a rate per 100.</i>
✓	✓		✓	<i>6.RP.A.3.C.2</i>	<i>I can solve problems by finding the whole if I am given a part and the percent.</i>
			✓	<i>6.RP.A.3.D</i>	<i>I can convert measurement units, like feet to inches, and solve problems involving measurements in different units.</i>
Nov	Jan	Apr	Jun	<b>The Number System</b>	
		✓		<b>6.NS.A.1</b>	<b>I can divide two fractions and solve problem that involve division of fractions by fractions.</b>
				<b>6.NS.B.2 - B.4</b>	<b>I can quickly and easily compute with large numbers and find common factors and multiples.</b>
		✓		<i>6.NS.B.2</i>	<i>I can divide multi-digit numbers using the standard algorithm.</i>
			✓	<i>6.NS.B.3</i>	<i>I can add, subtract, multiply, and divide multi-digit decimals using the standard algorithm.</i>
✓		✓	✓	<i>6.NS.B.4a</i>	<i>I can find the greatest common factor of two whole numbers less than or equal to 100.</i>
✓			✓	<i>6.NS.B.4b</i>	<i>I can find the least common multiple of two whole numbers less than or equal to 12.</i>
			✓	<i>6.NS.B.4c</i>	<i>I can use the distributive property to show the sum of two whole numbers 1-100 in different ways.</i>
				<b>6.NS.C.5 - C.8</b>	<b>I can apply my understanding of numbers to rational numbers (any numbers that can be made by dividing one integer with another).</b>
✓	✓	✓		<i>6.NS.C.5</i>	<i>I can understand that positive and negative numbers are used to describe amounts having opposite values.</i>
✓	✓	✓		<i>6.NS.C.5</i>	<i>I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.</i>
			✓	<i>6.NS.C.6</i>	<i>I can plot fractions and negative numbers on number lines. I can plot ordered pairs that include fractions or negative numbers on coordinate grids.</i>
✓				<i>6.NS.C.6.A</i>	<i>I can recognize opposite signs of numbers by indicating places on opposite sides of 0 on the number line).</i>
✓				<i>6.NS.C.6.B</i>	<i>I can understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane.</i>
✓				<i>6.NS.C.6.C</i>	<i>I can place integers and other numbers on a number line diagram.</i>
✓				<i>6.NS.C.6.C</i>	<i>I can place ordered pairs on a coordinate plane.</i>
			✓	<i>6.NS.C.7</i>	<i>I can order positive and negative numbers and understand absolute value of rational numbers.</i>
			✓	<i>6.NS.C.7.A</i>	<i>I can use “less than” and “greater than” signs correctly. I know that negative numbers get smaller as we move to the left (or down) on a number line.</i>
✓				<i>6.NS.C.7.B</i>	<i>I can write, understand and explain what rational numbers mean in real-world situations.</i>
			✓	<i>6.NS.C.7.C</i>	<i>I can understand the absolute value as the number’s distance from 0 on the number line.</i>



			✓	6.NS.C.7.C	<i>I can understand absolute values as they apply to real-world situations.</i>
			✓	6.NS.C.7.D	<i>I can tell the difference between comparing absolute values and ordering positive and negative numbers.</i>
✓		✓		6.NS.C.8	<i>I can find the perimeter and area of a rectangle that is plotted on a coordinate plane (with sides parallel to the axes).</i>
Nov	Jan	Apr	Jun	<b>Expressions &amp; Equations</b>	
				<b>6.EE.A.1 - A.4</b>	<b>I can apply and extend previous understanding of arithmetic to algebraic expressions.</b>
		✓		6.EE.A.1	<i>I can write and evaluate expressions that include exponents, like <math>(2+5)^2</math>.</i>
		✓	✓	6.EE.A.2	<i>I can write, read and figure out expressions in which letters stand for numbers.</i>
	✓	✓		6.EE.A.2.A	<i>I can write expressions that use numbers and letters.</i>
	✓			6.EE.A.2.B	<i>I can read expressions using correct mathematical terms like sum, product, term and coefficient.</i>
	✓	✓		6.EE.A.2.C	<i>I can evaluate expressions that include variables given values for the variables.</i>
✓		✓		6.EE.A.3	<i>I can simplify or expand expressions.</i>
	✓	✓		6.EE.A.4	<i>I can tell when two expressions are equivalent.</i>
				<b>6.EE.B.5 - B.8</b>	<b>I can think about and solve one-variable equations and inequalities.</b>
		✓		6.EE.B.5	<i>I can solve an equation by substituting numbers from a set to see which makes the equation true.</i>
	✓	✓		6.EE.B.6	<i>I can use variables to represent numbers and write expressions when solving real-world problems.</i>
	✓	✓	✓	6.EE.B.7	<i>I can solve real-world and mathematical problems by writing and solving equations.</i>
		✓		6.EE.B.8	<i>I know what inequalities such as <math>x &gt; c</math> or <math>x &lt; c</math> mean. I can use them in problems.</i>
✓		✓	✓	<b>6.EE.C.9</b>	<b>I can write and analyze numerical relationships between dependent and independent variables.</b>
✓		✓	✓	6.EE.C.9a	<i>I can use variables that change in relationship to one another to represent two quantities in a real world problem.</i>
✓		✓	✓	6.EE.C.9b	<i>I can write an equation to show one quantity (the dependent variable) in terms of the other quantity (the independent variable)</i>
✓		✓	✓	6.EE.C.9c	<i>I can use graphs and tables to show the relationship between dependent and independent variables.</i>
Nov	Jan	Apr	Jun	<b>Geometry</b>	
				<b>6.G.A.1 - A.4</b>	<b>I can solve real-world and mathematical problems involving area, surface area, and volume.</b>
✓		✓		6.G.A.1a	<i>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.</i>
✓		✓		6.G.A.1b	<i>I can apply what I know about taking apart and putting together shapes to find the area in real-world situations.</i>
✓			✓	6.G.A.2a	<i>I can use unit cubes to find the volume of a right rectangular prism and I understand that the mathematical formula <math>(V = l w h</math> or <math>V = b h)</math> will give me the same result.</i>
✓			✓	6.G.A.2b	<i>I can use the mathematical formulas <math>V=l w h</math> or <math>V= b h</math> to determine the volume of real-world objects.</i>
		✓		6.G.A.3a	<i>I can draw polygons when I know the coordinates of each vertex. I can solve problems involving these drawings, including finding the lengths of sides that are horizontal or vertical.</i>
		✓		6.G.A.3b	<i>I can draw polygons in the coordinate plane when I am given the coordinates for the vertices.</i>
		✓		6.G.A.3c	<i>I can apply what I have learned about polygons on coordinate planes to real world and mathematical situations.</i>

			✓	6.G.A.4a	<i>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).</i>
			✓	6.G.A.4b	<i>I can figure out the surface area of a three-dimensional shape by using a net.</i>
Nov	Jan	Apr	Jun	<b>Statistics and Probability</b>	
				<b>6.SP.A.1 - A.3</b>	<b>I can develop understanding of statistical variability.</b>
		✓	✓	6.SP.A.1	<i>I understand that the data in questions involving statistics is varied as it relates to the question and answers.</i>
			✓	6.SP.A.2	<i>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.</i>
✓			✓	6.SP.A.3a	<i>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.</i>
			✓	6.SP.A.3b	<i>I understand that in a set of numerical data, the measure of variation describes how its values vary with a single number.</i>
				<b>6.SP.B.4 - B.5D</b>	<b>I can summarize and describe distributions.</b>
✓		✓	✓	6.SP.B.4	<i>I can show numerical data on a number line.</i>
✓		✓	✓	6.SP.B.5	<i>I can summarize sets of numerical data that are different.</i>
✓		✓	✓	6.SP.B.5.A	<i>I can summarize data by stating the number of observations.</i>
		✓	✓	6.SP.B.5.B	<i>I can summarize data by describing the characteristics of what is being investigated, including how it was measured.</i>
✓			✓	6.SP.B.5.C	<i>I can summarize data by giving numerical measures of center and variability.</i>
		✓	✓	6.SP.B.5.D	<i>I can summarize data by explaining how the distribution of the data on a graph determines its measure of center (median and/or mean).</i>

**Math:** [continued above]



## Key Idea Science:

Students in sixth grade observe, inquire, conduct investigations and problem solve as they study life, Earth, physical sciences and engineering designs. Science becomes a much more integrated part of your child’s informational reading skills. Have your student grow mold and keep data on the process or dissect several different types of flowers and seeds to identify structures and functions of each part. Collect and examine weather maps and design an electromagnet.

### I Can...

- I can describe physical and chemical properties of matter and how they can be measured.
- I can compare and contrast the characteristic properties of forms of energy.
- I can compare and contrast the types and components of cells. Describe the functions and relative complexity of cells, tissues, organs, and organ systems.
- I can describe and compare the properties and composition of the layers of Earth.
- I can describe the properties of objects in the solar system. Describe and compare the position of the sun.
- I can describe and compare types and properties of waves and explain how they interact with matter.
- I can describe the relationships between: electricity and magnetism, static and current electricity, and series and parallel electrical circuits.
- I can describe the relationships and interactions between and among cells, tissues, organs, and organ systems.
- I can explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources.
- I can explain the water cycle and the relationship to landforms and weather.



## Key Idea Social Studies:

Sixth graders study and critique historical eras of ancient civilizations. Encourage your child to learn at the library or on the Internet what life in your community was like 100 years ago. Have your child write a story, poem, or play about that time. Understanding how to gather data and research these historical periods of time is a primary focus.

### I Can...

- I can determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- I can identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- I can describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.
- I can explain how different cultures in the Western Hemisphere record history.
- I can critique information to determine if it is sufficient to answer historical questions.
- I can create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.
- I can define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- I can analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
- I can differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.



## Key Idea Health:

Sixth grade students can identify, explain and describe good health habits and personal health care. They take more responsibilities on their own for staying healthy. Peers play a big role in influencing your child in sixth grade. Staying close to him or her and keeping discussions open is important.

### I Can...

- I can describe the benefits of a tobacco and drug-free environment.
- I can describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.
- I can describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.
- I can explain the importance of variety and moderation in food selection and consumption.
- I can explain the importance of variety and moderation in food selection and consumption.
- I can identify how emotions change during adolescence.
- I can identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.
- I can explain ways to reduce risk of injuries while traveling to and from school and in the community.
- I can explain how violence, aggression, bullying and harassment affect health and safety.



## Key Idea Physical Education:

Physical education or PE, is a natural part of health education. Physical activity requires good nutrition and a healthy life-style. Sixth graders are very aware of their abilities in various team sports. Students at this age can participate in many sports within their school and community. Be your child's biggest advocate and fan by encouraging physical activity in a variety of ways at home, school and community.

### I Can...

- I can exhibit responsible personal and social behavior that respects self and others in physical activity settings. (K-6)
- I can identify changes in my body during moderate to vigorous exercise. (K-6)
- I can identify positive ways to resolve conflict. (K-6)
- I can identify rules, procedures and etiquette in a specified physical activity. (2-6)
- I can demonstrate three different step patterns and combinations of movements into repeatable sequences. (3-6)
- I can demonstrate the foot dribble(R/L) foot, hand dribble(R/L), strike, throw, catch and volley with a partner. (3-6)



## Key Idea Music:

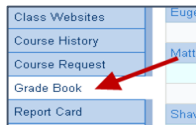
Students in sixth grade continue to work with notes in the treble clef. They may sing, dance or play instruments to experience a variety of unique meters. With their increased knowledge of the world, it is fun to explore the impact of music in different cultures. In their study of motif, students recognize recurring melodies. At home, see if your student can identify motifs used for characters in movies (i.e. Darth Vader or the shark in Jaws).

### I Can...

- I can experience changing and irregular meters (Rhythm)
- I can use the musical alphabet with ledger lines (Melody)
- I can perform two and three chord accompaniments (Harmony/Texture)
- I can identify the use of motif (Form)
- I can use correct breathing and diction while singing (Tone Color)
- I can identify an accent (Expression)
- I can use creative thinking, problem solving, and musical skills to create music and discuss choices made (Create, Arrange, Improvise)
- I can evaluate my own work using arts vocabulary (Evaluate)
- I can explain how a world event influences music (History and Culture)

## VIEWING ELEMENTARY GRADE BOOK

After logging in to ParentVUE, click on Grade Book in the menu.



## INTERNET SITES

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Hillsboro School District

<http://www.hsd.k12.or.us/>

Common Core State Initiatives

<http://www.corestandards.org/>

Smarter Balanced Assessment

<http://www.smarterbalanced.org/>

Hillsboro City Public Library

<http://www.hillsboro-oregon.gov/index.aspx?page=89>

The Grade Book Summary will display for the selected Semester. Click on any subject area in the Grade Book Summary.

Teacher	Subject Area
Eugene	Physical Education
Matthew	Mathematics

Assignment View shows assignment information for the selected subject. Change the dropdown to ALL for a quick way to see all assignments, especially any missing, late or incomplete assignments.

:: Semester 1 :: **ALL**

Teacher	Date	Assignment
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Select Standards View. Standards View will display all the assessed clusters with the overall mark and the assignments mapped to those clusters. The clusters make up the different sections of the report card.

Assignment View | Standards View

Standards	Mark
Vocabulary Acquisition / Adquisición de vocabulario	
Performing and Responding / Desempeñando y respondiendo	
Geometry / Geometría	M
Assignment	Type
1-1 CFA	Test
1-10 Path Area/Perímetro	Assignment
Ratios and Proportional Relationships / Razones y relaciones proporcionales	M

Annotations: Cluster, Assignments, Overall Cluster Mark, Mark received for cluster on specific assignment