

**Fullerton School District  
Report Card Parent Guide  
Sixth Grade**

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

<b>READING: LITERATURE</b>
<b>“I Can” ...</b>
<p><b><u>Key Ideas &amp; Details:</u></b></p> <ul style="list-style-type: none"><li>• refer to the text to support my thoughts and draw inferences about a story.</li><li>• use details from the text to determine the theme or message of a story. I can give a summary of the story without adding my opinions or judgments.</li><li>• describe how the plot of a story or drama unfolds in a sequence of events. I can describe how the characters in a story or drama change as a story moves towards its conclusion.</li></ul>
<p><b><u>Craft &amp; Structure:</u></b></p> <ul style="list-style-type: none"><li>• figure out the deeper meanings of words and phrases as they are used in a story. I can think and talk about the effects that specific words have on the meaning or tone of a story.</li><li>• think and talk about how specific parts of a story, play or poem fit into the overall text and contribute to the development of the theme, setting or plot.</li><li>• explain how an author develops the point of view of the narrator or speaker in a text.</li></ul>
<p><b><u>Integration of Knowledge &amp; Ideas:</u></b></p> <ul style="list-style-type: none"><li>• compare and contrast the difference between reading a story, drama or poem to listening or watching the story in an audio or video version. I can tell the difference between what I "see" and "hear" when reading a story or drama to what I notice when I listen or watch the same story.</li><li>• compare and contrast similar themes or topics in various fiction genres.</li></ul>

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**READING: INFORMATIONAL TEXT**

**“I Can”...**

**Key Ideas & Details:**

- refer to the text to support my thoughts and draw inferences about a piece of informational text.
- use details from the text to determine the central idea of a piece of informational text. I can give a summary of a piece of informational text without adding my opinions or judgments.
- think and talk in detail about how people, events or ideas are introduced, illustrated and developed in in a piece of informational text.

**Craft & Structure:**

- figure out the meanings of words and phrases in a piece of informational text by thinking about how they are used. I can think and talk about how specific parts (sentence, paragraph, chapter or section) fit into a piece of informational text and add to the meaning and ideas in the text.
- think about how various sections (sentences, chapters, scenes or stanzas piece of informational text fit into the overall structure of a text and how that affects the development of the ideas in the text.
- figure out an author’s point of view in a piece of informational text and explain how it is expressed in the text.

**Integration of Knowledge & Ideas:**

- better understand a topic or issue by thinking about how it has been presented in different media or formats.
- locate and judge arguments or claims in a text and separate those that are supported by reasons and evidence from those that are not.
- compare and contrast one author’s presentation of events with that of another author’s presentation of the same events.

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**WRITING**

**“I Can”...**

**Text Types & Purposes:**

- write arguments and use clear reasons and relevant evidence to support my claims.
  - introduce my argument and organize the reasons and evidence clearly.
  - support my claims with clear reasons and relevant evidence. I can support my claims using appropriate sources and show that I understand the topic.
  - use wording that clearly explains the relationships between my claims and reasons.
  - establish and maintain a formal style in presenting my written arguments.
  - write a conclusion that follows from the arguments I presented.
- write organized and informative pieces, with relevant content, to explore a topic and express ideas, concepts and information.
  - use definitions, classifications, comparing & contrasting or cause & effect to help introduce a topic and organize ideas, concepts and information in my writing. present information more clearly in my writing by using formatting such as headings, visuals and multimedia.
  - develop a topic using appropriate facts, definitions, details, quotations or other information and examples. phrases and clauses (e.g., in contrast, especially).
  - use appropriate transitions to present clear connections between my ideas and concepts.
  - use precise wording and specific vocabulary to teach others about a topic.
  - establish and maintain a formal style in presenting written information.
  - write a conclusion that follows from the information and explanations I presented.
- write narrative stories with good technique, appropriate detailed descriptions and logical sequences.
  - provide an introduction in my stories that creates a background and presents a narrator and characters. organize my writing so that the sequence of events occurs naturally and logically.
  - different techniques such as dialogue, pacing and descriptive words to help develop the characters and plot of my stories.
  - use different types of transition words to show the sequence of events or shifts in the time or setting in my stories.
  - use very specific words and phrases, descriptive details and sensory language to express experiences and events in my stories.
  - write conclusions that make sense with the experiences and events I share in my stories.

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**WRITING (cont')**

**"I Can" ...**

**Production & Distribution of Writing:**

- produce clear writing with appropriate development, organization and style to suit my task, purpose and audience.
- plan, revise, edit, rewrite or try a new approach in my writing with some help of peers and adults.
- use different forms of technology to create and publish my writing. I can use technology to interact and collaborate with others. I can show appropriate keyboarding skills to type at least three pages of my writing in a single sitting.

**Research to Build & Present Knowledge:**

- complete short research projects to answer a specific question by using several sources and by refocusing my research when needed.
- determine if a source is credible when I gather new information from books or technology. I can quote or paraphrase from print and digital sources without plagiarizing. I can provide basic bibliography information to recognize the sources I use in my research.
- gather evidence from fiction or informational text to support my investigation, thinking and research.
  - apply all that I have learned in 6th grade reading to writing literature.
  - apply all that I have learned in 6th grade reading to writing informational texts.

**SPEAKING & LISTENING**

**"I Can" ...**

**Comprehension & Collaboration:**

- effectively participate in different types of discussions and with different people about 6th grade topics, texts and issues. I can build on others' ideas and express my own ideas clearly.
  - come to discussions prepared to share my ideas because I have read or studied the required material. 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.
  - follow rules, set goals, meet deadlines and carry out my assigned role in shared discussions with peers.
  - ask and answer questions using appropriate explanations or details that add to the discussion of a topic, text or issue.
  - think through the ideas in a discussion and show that I understand different perspectives by sharing my thoughts and restating what others have said.
- think about information presented in different media or formats and explain how it contributes to a topic, text or issue.
- explain a speaker's arguments or claims and separate those that are supported by reasons and evidence from those that are not.

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**SPEAKING & LISTENING (cont')**

**"I Can"...**

**Presentation of Knowledge & Ideas:**

- present claims and findings in a logical order using relevant descriptions, facts and details to support the main idea. I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others.
- include multimedia (e.g., graphics, images, music or sound) and other displays to help me clarify information in my presentations.
- change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate.

**LANGUAGE**

**"I Can"...**

**Conventions of Standard English:**

- can show that I understand standard English in my speech and in my writing.
  - make sure that pronouns are used correctly in sentences (as subjects, as objects or as possessives).
  - use intensive pronouns correctly (myself, yourself, himself, herself, itself, ourselves, yourselves and themselves).
  - recognize and correct when pronouns shift inappropriately in number and person.
  - recognize and correct vague pronouns (those with unclear antecedents - the words they are referring to).
  - recognize writing or speaking (mine or others) that differs from standard English. I can identify and use strategies to improve what is trying to be expressed in conventional language.
- show that I know how to write sentences accurately.
  - use commas, parentheses and dashes to set off specific elements in my writing.
  - spell correctly.

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**LANGUAGE (cont')**

**"I Can" ...**

**Knowledge of Language:**

- write, speak, read and listen by using my knowledge of the English language.
  - differ my sentences to help me clarify my meaning, to promote better interest from my readers/listeners and to show my own writing style.
  - show consistency in the style and tone of my writing.

**Vocabulary Acquisition & Use:**

- determine the meanings of words by using the strategies I have learned and by thinking about what I have read.
  - use context clues to figure out what words or phrases mean.
  - determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots.
  - use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases.
  - make a guess about a word or phrase's meaning and then check my understanding using reference materials.
- show that I understand the deeper meanings of words and phrases.
  - use context clues to discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns or oxymorons).
  - use the relationships between words to help me better understand each of the individual words (ex: cause/effect, part/whole, item/category).
  - understand the slight differences between words with very similar definitions.
- learn and use new vocabulary appropriate for 6th grade. I can show new knowledge of vocabulary when I think about how words or phrases that are important to meaning or expression.

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**MATHEMATICS**

**“I Can”...**

**Ratios & Proportional Relationships:**

- use what I know about ratios to describe the relationship between two quantities.
- 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.)
- use reasoning to solve word problems involving rate and ratios.
  - make tables of equivalent ratios, find missing values in the tables and use the tables to compare ratios. I can plot ratios on a coordinate plane.
  - 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?)
  - find a percent of a quantity as a rate per 100. (Ex: 30% of a quantity means 30/100 times the quantity). I can solve problems involving finding the whole if I am given a part and the percent.
  - use what I know about ratios to convert units of measurement. I can change units of measurement correctly when multiplying or dividing quantities.

**Number System:**

- divide two fractions. I can solve word problems involving the division of fractions by fractions.
- easily divide multi-digit numbers.
- easily add, subtract, multiply and divide multi-digit numbers involving decimals.
- find the greatest common factor of two whole numbers less than or equal to 100. I can find the least common multiple of two whole numbers less than or equal to 12. I can use the distributive property to show the sum of two whole numbers (1-100) in different ways. (Ex: show  $36 + 8$  as  $4(9+2)$ ).
- understand that positive and negative numbers are used to describe amounts having opposite values. I can use positive and negative numbers to show amounts in real-world situations and explain what the number 0 means in those situations.
- understand that a rational number is a point on a number line. I can extend number line diagrams to show positive and negative numbers on the line. I can extend coordinate axes to show positive and negative numbers in the plane.
  - recognize opposite signs of numbers as showing places on opposite sides of 0 on the number line. I can recognize that the opposite of the opposite of a number is actually the number itself (Ex:  $-(-3)=3$ ). I can recognize that 0 is its own opposite.
  - understand that the signs (- or +) of numbers in ordered pairs indicate locations in quadrants of the coordinate plane. I can recognize two ordered pairs with differing signs as reflections of each other across one or both axes.
  - find and place integers and other rational numbers on a number line diagram. I can find and place ordered pairs on a coordinate plane.

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**MATHEMATICS**

**“I Can”...**

**Numbers System (cont’):**

- order rational numbers. I can understand absolute value of rational numbers.
  - understand statements of inequality (ex:  $-3 > -7$ ) and explain their positions and distances apart on a number line.
  - write, understand and explain how the order of rational numbers applies in real-world situations. (Ex:  $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$  to show that  $-3\text{ }^{\circ}\text{C}$  is warmer than  $-7\text{ }^{\circ}\text{C}$ )
  - understand the absolute value of a number as its distance from 0 on the number line. 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.)
  - tell the difference between comparisons of absolute value from statements of order. (Ex: An account balance less than -30 dollars is a debt greater than 30 dollars.)
- graph points in all four quadrants of the coordinate plane to help me solve real-world and mathematical problems. I can use what I know about coordinates and absolute values to figure out the distance between points with the same first coordinate or the same second coordinate.

**Expressions & Equations:**

- write and figure out numerical expressions that have whole-number exponents.
- write, read and figure out expressions in which letters stand for numbers.
  - write expressions with numbers and with letters standing for numbers.
  - name the parts of an expression using mathematical words (sum, term, product, factor, quotient, coefficient.) I can look at one or more parts of an expression in different ways. (Ex:  $8 + 7$  can be seen as the addition sentence or as the number 15.)
  - figure out different answers to expressions when given specific values for the variable. I can solve real-world math problems involving expressions that arise from formulas. I can solve math problems including those with exponents, in the usual order (when no parentheses are there to give a particular order).
- apply what I know about the properties of operations (associative, commutative and distributive) to create equivalent (or equal) expressions.
- recognize when two expressions are equivalent.
- understand that solving an equation or inequality means that I find out which values can make the equation or inequality true. I can try different numbers in place of a variable to figure out which makes the equation or inequality true.



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**MATHEMATICS**

**“I Can”...**

**Expressions & Equations (cont’):**

- use variables to represent numbers and write expressions to solve real-world problems. I can understand that a variable can stand for an unknown number or any number in a given set of numbers.
- solve real-world and mathematical problems by writing and solving equations of the form  $x + p = q$  and  $px = q$  (where  $p$ ,  $q$  and  $x$  are all nonnegative rational numbers).
- write an inequality ( $x > c$  or  $x < c$ ) to stand for a limitation or condition in a real-world or mathematical problem that has infinitely many solutions. I can show the answers to problems involving inequalities on number line diagrams.
- use variables that change in relationship to one another to represent two quantities in a real world problem. I can write an equation to show one quantity (the dependent variable) in terms of the other quantity (the independent variable). I can use graphs and tables to show the relationship between dependent and independent variables.

**Geometry:**

- put together and take apart shapes to help me find the area of right triangles, other triangles, special quadrilaterals and polygons. I can apply what I know about taking apart and putting together shapes to find the area of objects or places in real world situations.
- use unit cubes to find the volume of any right rectangular prism. I can understand that the mathematical formula ( $V = lwh$  or  $V = bh$ ) will give me the same result as using unit cubes to figure out the volume. I can use the mathematical formulas  $V=lwh$  or  $V= bh$  to determine the volume of real world objects.
- draw polygons in the coordinate plane when I am given the coordinates for the vertices. I can use coordinates to find the length of a side of a polygon joining points with the same first coordinate or the same second coordinate. I can apply what I have learned about polygons on coordinate planes to real-world and mathematical situations.
- represent and figure out the surface area of a three dimensional shape by using nets made up of rectangles and triangles. I can apply my skills involving finding surface area with nets in real-world and mathematical problems.

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**MATHEMATICS**

**“I Can”...**

**Statistics & Probability:**

- recognize a statistical question as one that expects variability in the data related to the question.
- understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread and overall shape when plotted on a graph.
- 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.
- understand that a distribution of a variable is the description of the relative number of times each possible outcome will occur. I can show numerical data in plots on a number line (including dot plots, histograms and box plots).
- summarize sets of numerical data in relation to their circumstances.
  - summarize data by stating the number of observations.
  - summarize data by describing the characteristics of what is being investigated, including how it was measured.
  - summarize data by giving numerical measures of center and variability.
  - summarize data by describing the overall pattern of the data and noticing unusual deviations from the overall pattern.
  - summarize data by explaining how the distribution of the data on a graph relates to the choice of measures of center and variability.