

Reading	Grade 6	S1	S2	Student:	2		
Key Ideas and Details		<input type="checkbox"/>	<input type="checkbox"/>	Science	S1 S2		
<ul style="list-style-type: none">• Cites textual evidence to support analysis of what text says explicitly; draws inferences from literary/informational text• Determines theme/central idea and how conveyed through details; provides summary distinct from opinion/judgments• Describes how a particular story/drama plot unfolds, and how characters respond/change; analyzes how an individual/event/idea is introduced, illustrated, and elaborated in informational text		<input type="checkbox"/>	<input type="checkbox"/>	Life Science: Organisms are linked to each other and to their environments in a web of relationships. Humans may affect ecosystems in many ways (Kit: Ecosystems) <ul style="list-style-type: none">• Ecosystems: Interactions, Energy and Dynamics• From Molecules to Organisms: Structures and Processes• Earth and Human Activity• Energy	<input type="checkbox"/>	<input type="checkbox"/>	
Craft and Structure		<input type="checkbox"/>	<input type="checkbox"/>	Physical Science: Apply an understanding of energy, force, friction, and properties of materials to design a solution to technological problems (Kit: Motion and Design) <ul style="list-style-type: none">• Motion and Stability: Forces and Interactions• Energy	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none">• Determines figurative, connotative and technical meaning of words; analyzes impact of word choice on meaning and tone• Analyzes how a sentence/chapter/scene/stanza fits into the overall structure of a literary text and contributes to theme, setting, or plot; analyzes how a sentence/paragraph/chapter/section fits into the overall structure of informational text and contributes to development of ideas• Explains how an author develops the point of view of the narrator or speaker in literary text; determines an author’s point of view or purpose with informational text		<input type="checkbox"/>	<input type="checkbox"/>	Engineering Design: Solve problems by asking questions, making observations, gathering information, and designing/testing/comparing solutions (Kit: EIE – Designing Maglev Systems) <ul style="list-style-type: none">• Motion and Stability: Forces and Interactions• Engineering Design	<input type="checkbox"/>	<input type="checkbox"/>	
Integration of Knowledge and Ideas		<input type="checkbox"/>	<input type="checkbox"/>	Student applying the NGSS Science and Engineering Practices: Asking Questions, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Engaging in Argument From Evidence, Obtaining, Evaluating and Communicating Information	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none">• Compares/contrasts the reading of a story/drama/poem to listening/viewing an audio, video, or live version of text; integrates information presented in media or other formats• Traces/evaluates the argument in text, distinguishing claims that are supported by reasons and evidence• Compares/contrasts texts in different forms or genres in their approaches to similar themes and topics; compares/contrasts one author’s presentation of events to another author		<input type="checkbox"/>	<input type="checkbox"/>	Student processing the NGSS Crosscutting Concepts: Patterns, Cause and Effect (mechanism and explanation), Scale, Proportion and Quantity, Systems and System Models, Energy and Matter (flow, cycles and conservation), Structure and Function, Stability and Change	<input type="checkbox"/>	<input type="checkbox"/>	
Range of Reading and Level or Text Complexity		<input type="checkbox"/>	<input type="checkbox"/>	Science Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	
Language/Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies	S1 S2	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">• Uses knowledge of language and its conventions; varies sentence patterns for meaning, interest, and style; maintains consistency in style and tone• Determines or clarifies the meaning of words/phrases based on grade 6 reading content; uses context, root words, references, figurative language, word relationships, figures of speech, and accurate vocabulary		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies <ul style="list-style-type: none">• Civics: Understands importance of civic participation in United States government; Understands how the United States government is organized into three branches• Economics: Understands how the colonial economic system was influenced by laws and trade• Geography: Constructs and uses maps to learn about early United States history; Analyzes how migration impacts land and cultures• History: Uses multiple perspectives to learn about United States history• Social Studies Skills: Creates and uses questions to conduct research on an issue or event; Uses multiple primary and secondary sources to find information and draw conclusions	<input type="checkbox"/>	<input type="checkbox"/>	
Reading Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Social Studies Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	
Writing		S1	S2	Health and Fitness	S1 S2	<input type="checkbox"/>	<input type="checkbox"/>
Text Types and Purposes		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none">• Writes informative/explanatory texts to examine a topic and convey ideas and information clearly• Writes narratives of real or imagined experiences; uses effective techniques, details and sequencing• Writes opinion pieces on topics or texts, supporting a point of view with reasons		<input type="checkbox"/>	<input type="checkbox"/>	Students will demonstrate competency in a variety of motor skills and movement patterns and apply knowledge of motor concepts, principles, strategies, and tactics related to movement and performance. Students will exhibit responsible personal and social behavior that respects self and others.	<input type="checkbox"/>	<input type="checkbox"/>	
Production and Distribution of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none">• Produces clear, coherent, and organized writing appropriate to task, purpose, and audience• Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach• Uses technology to produce/publish, interact and collaborate; has command of keyboarding skills typing at least 2 pages per sitting		<input type="checkbox"/>	<input type="checkbox"/>	Health and Fitness Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	
Research to Build and Present Knowledge		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art	S1 S2	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none">• Conducts short research projects that use several sources to investigate different aspects of a topic• Gathers relevant information; uses print/digital sources; summarizes/paraphrases in notes/work; provides source list• Draws evidence from literary or informational texts to support analysis, reflection, and research		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art <ul style="list-style-type: none">• Demonstrates and applies visual art skills and concepts• Uses creative process to develop ideas	<input type="checkbox"/>	<input type="checkbox"/>	
Range of Writing		<input type="checkbox"/>	<input type="checkbox"/>	Visual Art Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none">• Writes routinely over extended and shorter timeframes for specific tasks, purposes and audiences		<input type="checkbox"/>	<input type="checkbox"/>	Music	S1 S2	<input type="checkbox"/>	<input type="checkbox"/>
Conventions of Standard English		<input type="checkbox"/>	<input type="checkbox"/>	Music <ul style="list-style-type: none">• Demonstrates and applies music skills and concepts• Contributes to positive group activities by participating appropriately	<input type="checkbox"/>	<input type="checkbox"/>	
Writing Progress + Significant ✓ Steady – Minimal		<input type="checkbox"/>	<input type="checkbox"/>	Music Progress + Significant ✓ Steady – Minimal	<input type="checkbox"/>	<input type="checkbox"/>	