

Literature		
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
<p><b>RL.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.4.2.</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3.</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>RL.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2.</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>RL.5.3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>RL.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.6.2.</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RL.6.3.</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Craft and Structure	Craft and Structure	Craft and Structure
<p><b>RL.4.4.</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>RL.4.5.</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><b>RL.4.6.</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p><b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>RL.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RL.6.5.</b> 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.</p> <p><b>RL.6.6.</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<p><b>RL.4.7.</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p><b>RL.4.8.</b> (Not applicable to literature)</p>	<p><b>RL.5.7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><b>RL.5.8.</b> (Not applicable to literature)</p>	<p><b>RL.6.7.</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when</p>

<b>RL.4.9.</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>RL.5.9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	they listen or watch. <b>RL.6.8.</b> (Not applicable to literature) <b>RL.6.9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<b>Range of Reading and Complexity of Text</b>	<b>Range of Reading and Complexity of Text</b>	<b>Range of Reading and Complexity of Text</b>
<b>RL.4.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.5.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>RL.6.10.</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>Informational Text</b>		
<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>
<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>	<b>Key Ideas and Details</b>
<p><b>RI.4.1.</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2.</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.3.</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>RI.5.1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>RI.5.3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>RI.6.1.</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.2.</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>
<b>Craft and Structure</b>	<b>Craft and Structure</b>	<b>Craft and Structure</b>
<b>RI.4.4.</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>RI.5.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>RI.6.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

<p><b>RI.4.5.</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p><b>RI.4.6.</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>RI.5.5.</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>RI.6.5.</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RI.6.6.</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
<p><b>RI.4.7.</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI.4.8.</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI.4.9.</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>RI.5.7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI.5.9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>RI.6.7.</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.6.8.</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>RI.6.9.</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><b>RI.4.10.</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>RI.5.10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>RI.6.10.</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Foundational Skills		
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>Phonics and Word Recognition</b>	<b>Phonics and Word Recognition</b>	
<p><b>RF.4.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><b>RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	
<b>Fluency</b>	<b>Fluency</b>	
<p><b>RF.4.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding.</li> <li>○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>● Read grade-level text with purpose and understanding.</li> <li>● Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>● Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	

Writing		
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>Types and Purposes</b>	<b>Types and Purposes</b>	<b>Types and Purposes</b>
<p><b>W.4.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>○ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to</li> </ul>	<p><b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>● Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically</li> </ul>	<p><b>W.6.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>● Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources</li> </ul>

<ul style="list-style-type: none"> <li>○ support the writer’s purpose.</li> <li>○ Provide reasons that are supported by facts and details.</li> <li>○ Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>○ Provide a concluding statement or section related to the opinion presented.</li> </ul> <p><b>W.4.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>○ Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>○ Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>○ Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> </ul> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> <li>○ Provide a concluding statement or section related to the</li> </ul>	<ul style="list-style-type: none"> <li>● grouped to support the writer’s purpose.</li> <li>● Provide logically ordered reasons that are supported by facts and details.</li> <li>● Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>● Provide a concluding statement or section related to the opinion presented.</li> </ul> <p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>● Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>● Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>● and demonstrating an understanding of the topic or text.</li> <li>● Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul> <p><b>W.6.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● Establish and maintain a formal style.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
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<p>information or explanation presented.</p> <p><b>W.4.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>○ Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>○ Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>○ Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>○ Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>● Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>● Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>● Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>● Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p><b>W.6.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>	<b>Production and Distribution of Writing</b>
<p><b>W.4.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.4.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<p><b>W.6.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.6.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>

<p><b>W.4.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p>	<p>new approach. <b>W.5.6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>or trying a new approach. <b>W.6.6.</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>
<p><b>Research to Build and Present Knowledge</b></p>	<p><b>Research to Build and Present Knowledge</b></p>	<p><b>Research to Build and Present Knowledge</b></p>
<p><b>W.4.7.</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p><b>W.4.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>W.4.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>○ Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>○ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</li> </ul>	<p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>● Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>● Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>	<p><b>W.6.7.</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><b>W.6.8.</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>W.6.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>● Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>● Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ul>
<p><b>Range of Writing</b></p>	<p><b>Range of Writing</b></p>	<p><b>Range of Writing</b></p>
<p><b>W.4.10.</b> Write routinely over extended time</p>	<p><b>W.5.10.</b> Write routinely over extended time</p>	<p><b>W.6.10.</b> Write routinely over extended time</p>

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.	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.	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.
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Speaking and Listening		
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Comprehension and Collaboration	Comprehension and Collaboration	Comprehension and Collaboration
<p><b>SL.4.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>○ Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul>	<p><b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>● Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>● Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>● Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>● Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<p><b>SL.6.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>● Come to discussions prepared, 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.</li> <li>● Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>● Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>● Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>

<p><b>SL.4.2.</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.4.3.</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>SL.6.2.</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL.6.3.</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>	<b>Presentation of Knowledge and Ideas</b>
<p><b>SL.4.4.</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.4.5.</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.4.6.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><b>SL.5.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>SL.6.4.</b> 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.</p> <p><b>SL.6.5.</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL.6.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

<b>Language</b>		
<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>	<b>6<sup>th</sup> Grade</b>
<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>	<b>Conventions of Standard English</b>
<p><b>L.4.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>○ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>○ Form and use the progressive</li> </ul>	<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>● Form and use the perfect (e.g., I had</li> </ul>	<p><b>L.6.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>● Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>● Use intensive pronouns (e.g., myself, ourselves).</li> <li>● Recognize and correct inappropriate shifts</li> </ul>

<p>(e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <ul style="list-style-type: none"> <li>○ Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>○ Form and use prepositional phrases.</li> <li>○ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>○ Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul> <p><b>L.4.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>○ Use correct capitalization.</li> <li>○ Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>○ Use a comma before a coordinating conjunction in a compound sentence.</li> <li>○ Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>walked; I have walked; I will have walked) verb tenses.</p> <ul style="list-style-type: none"> <li>● Use verb tense to convey various times, sequences, states, and conditions.</li> <li>● Recognize and correct inappropriate shifts in verb tense.*</li> <li>● Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul> <p><b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>● Use punctuation to separate items in a series.*</li> <li>● Use a comma to separate an introductory element from the rest of the sentence.</li> <li>● Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>● Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>● Spell grade-appropriate words correctly,</li> </ul>	<p>in pronoun number and person.*</p> <ul style="list-style-type: none"> <li>● Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</li> <li>● Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</li> </ul> <p><b>L.6.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>● Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</li> <li>● Spell correctly.</li> </ul>
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	consulting references as needed.	
<b>Knowledge of Language</b>	<b>Knowledge of Language</b>	<b>Knowledge of Language</b>
<p><b>L.4.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>○ Choose words and phrases to convey ideas precisely.*</li> <li>○ Choose punctuation for effect.*</li> <li>○ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	<p><b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>● Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>● Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	<p><b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>● Vary sentence patterns for meaning, reader/listener interest, and style.*</li> <li>● Maintain consistency in style and tone.*</li> </ul>
<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>	<b>Vocabulary Acquisition and Use</b>
<p><b>L.4.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>○ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>L.5.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p><b>L.6.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>● Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</li> <li>● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>

<p><b>L.4.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>○ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>○ Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>○ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> <p><b>L.4.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● Interpret figurative language, including similes and metaphors, in context.</li> <li>● Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>● Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p><b>L.5.6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>L.6.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>● Interpret figures of speech (e.g., personification) in context.</li> <li>● Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul> <p><b>L.6.6.</b> 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.</p>
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Math	
Operations and Algebraic Thinking	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Use the four operations with whole numbers to solve problems.</b>	<b>Write and interpret numerical expressions.</b>
<p><b>4.OA.1.</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p><b>4.OA.2.</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><b>4.OA.3.</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><b>Gain familiarity with factors and multiples</b></p> <p><b>4.OA.4.</b> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p>	<p><b>5.OA.1.</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.2.</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</p> <p><b>Analyze patterns and relationships</b></p> <p><b>5.OA.3.</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</p>
<b>Generate and analyze patterns.</b>	
<p><b>4.OA.5.</b> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</p>	

Math	
Operations and Algebraic Thinking	
6 <sup>th</sup> Grade	
Understand ratio concepts and use ratio reasoning to solve problems.	
<p><b>6.RP.1.</b> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</p> <p><b>6.RP.2.</b> Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, and use rate language in the context of a ratio relationship. For example, “This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is <math>3/4</math> cup of flour for each cup of sugar.” “We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger.”<sup>1</sup></p> <p><b>6.RP.3.</b> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <ul style="list-style-type: none"> <li>• Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</li> <li>• Solve unit rate problems including those involving unit pricing and constant speed. For example, 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 lawns being mowed?</li> <li>• Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means <math>30/100</math> times the quantity); solve problems involving finding the whole, given a part and the percent.</li> <li>• Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</li> </ul>	

Math	
Number and Operations in Base Ten	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Generalize place value understanding for multi-digit whole numbers.	Understanding the place value system
<p><b>4.NBT.1.</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</p> <p><b>4.NBT.2.</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b>4.NBT.3.</b> Use place value understanding to round multi-digit whole numbers to any place.</p>	<p><b>5.NBT.1.</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and <math>1/10</math> of what it represents in the place to its left.</p> <p><b>5.NBT.2.</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><b>5.NBT.3.</b> Read, write, and compare decimals to thousandths.</p> <ul style="list-style-type: none"> <li>• Read and write decimals to thousandths using base-ten numerals,</li> </ul>

	<p>number names, and expanded form, e.g., <math>347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)</math>.</p> <ul style="list-style-type: none"> <li>• Compare two decimals to thousandths based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</li> </ul>
<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p>	
<p><b>4.NBT.4.</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.</p> <p><b>4.NBT.5.</b> Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>4.NBT.6.</b> Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>	<p><b>5.NBT.4.</b> Use place value understanding to round decimals to any place.</p> <p><b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b></p> <p><b>5.NBT.5.</b> Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><b>5.NBT.6.</b> Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><b>5.NBT.7.</b> Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>

Math
The Number System
6 <sup>th</sup> Grade
<b>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</b>
<p><b>6.NS.1.</b> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi? Compute fluently with multi-digit numbers and find common factors and multiples.</p>
<b>Compute fluently with multi-digit numbers and find common factors and multiples.</b>
<p><b>6.NS.2.</b> Fluently divide multi-digit numbers using the standard algorithm.</p> <p><b>6.NS.3.</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><b>6.NS.4.</b> Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>. Apply and extend previous understandings of numbers to the system of rational numbers.</p>
<b>Apply and extend previous understandings of numbers to the system of rational numbers.</b>
<p><b>6.NS.5.</b> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>6.NS.6.</b> 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.</p> <ul style="list-style-type: none"> <li>• <b>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, e.g., <math>-(-3) = 3</math>, and that 0 is its own opposite.</b></li> <li>• <b>Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</b></li> <li>• <b>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.</b></li> </ul> <p><b>6.NS.7.</b> Understand ordering and absolute value of rational numbers.</p> <ul style="list-style-type: none"> <li>• Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret <math>-3 &gt; -7</math> as a statement that <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</li> <li>• Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write <math>-3\text{ }^{\circ}\text{C} &gt; -7\text{ }^{\circ}\text{C}</math> to</li> </ul>

express the fact that  $-3$  oC is warmer than  $-7$  oC.

- Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of  $-30$  dollars, write  $|-30| = 30$  to describe the size of the debt in dollars.
- Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than  $-30$  dollars represents a debt greater than 30 dollars.

**6.NS.8.** Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Math	
Number and Operations- Fractions	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Extend understanding of fraction equivalence and ordering.</b>	<b>Use equivalent fractions as a strategy to add and subtract fractions.</b>
<p>4.NF.1. Explain why a fraction <math>a/b</math> is equivalent to a fraction <math>(n \times a)/(n \times b)</math> by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><b>4.NF.2.</b> Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as <math>1/2</math>. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><b>Building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b></p> <p><b>4.NF.3.</b> Understand a fraction <math>a/b</math> with <math>a &gt; 1</math> as a sum of fractions <math>1/b</math>.</p> <ul style="list-style-type: none"> <li>○ Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>○ Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: <math>3/8 = 1/8 + 1/8 +</math></i></li> </ul>	<p><b>5.NF.1.</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, <math>2/3 + 5/4 = 8/12 + 15/12 = 23/12</math>. (In general, <math>a/b + c/d = (ad + bc)/bd</math>.)</p> <p><b>5.NF.2.</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result <math>2/5 + 1/2 = 3/7</math>, by observing that <math>3/7 &lt; 1/2</math>.</p> <p><b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b></p> <p><b>5.NF.3.</b> Interpret a fraction as division of the numerator by the denominator (<math>a/b = a \div b</math>). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret <math>3/4</math> as the result of dividing 3 by 4, noting that <math>3/4</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>3/4</math>. If 9 people want to share a 50-pound sack of</p>

<p><math>1/8</math> ; <math>3/8 = 1/8 + 2/8</math> ; <math>2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8</math>.</p> <ul style="list-style-type: none"> <li>○ Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.</li> <li>○ Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</li> </ul> <p><b>4.NF.4.</b> Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</p> <ul style="list-style-type: none"> <li>○ Understand a fraction <math>a/b</math> as a multiple of <math>1/b</math>. <i>For example, use a visual fraction model to represent <math>5/4</math> as the product <math>5 \times (1/4)</math>, recording the conclusion by the equation <math>5/4 = 5 \times (1/4)</math>.</i></li> <li>○ Understand a multiple of <math>a/b</math> as a multiple of <math>1/b</math>, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express <math>3 \times (2/5)</math> as <math>6 \times (1/5)</math>, recognizing this product as <math>6/5</math>. (In general, <math>n \times (a/b) = (n \times a)/b</math>.)</i></li> <li>○ Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat <math>3/8</math> of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i></li> </ul>	<p>rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</p> <p><b>5.NF.4.</b> Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <ul style="list-style-type: none"> <li>• Interpret the product <math>(a/b) \times q</math> as a parts of a partition of <math>q</math> into <math>b</math> equal parts; equivalently, as the result of a sequence of operations <math>a \times q \div b</math>. For example, use a visual fraction model to show <math>(2/3) \times 4 = 8/3</math>, and create a story context for this equation. Do the same with <math>(2/3) \times (4/5) = 8/15</math>. (In general, <math>(a/b) \times (c/d) = ac/bd</math>.)</li> <li>• Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</li> </ul>
<b>Understand decimal notation for fractions, and compare decimal fractions</b>	
<p><b>4.NF.5.</b> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express <math>3/10</math> as <math>30/100</math>, and add <math>3/10 + 4/100 = 34/100</math>.</p>	<p><b>5.NF.5.</b> Interpret multiplication as scaling (resizing), by:</p> <ul style="list-style-type: none"> <li>• Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</li> <li>• Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case);</li> </ul>

<p><b>4.NF.6.</b> Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as <math>\frac{62}{100}</math>; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> <p><b>4.NF.7.</b> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, or <math>&lt;</math>, and justify the conclusions, e.g., by using a visual model.</p>	<p>explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence <math>\frac{a}{b} = \frac{(n \times a)}{(n \times b)}</math> to the effect of multiplying <math>\frac{a}{b}</math> by 1.</p> <p><b>5.NF.6.</b> Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><b>5.NF.7.</b> Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<sup>1</sup></p> <ul style="list-style-type: none"> <li>• Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for <math>(\frac{1}{3}) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(\frac{1}{3}) \div 4 = \frac{1}{12}</math> because <math>(\frac{1}{12}) \times 4 = \frac{1}{3}</math>.</li> <li>• Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (\frac{1}{5})</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (\frac{1}{5}) = 20</math> because <math>20 \times (\frac{1}{5}) = 4</math>.</li> <li>• Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>\frac{1}{2}</math> lb of chocolate equally? How many <math>\frac{1}{3}</math>-cup servings are in 2 cups of raisins?</li> </ul>
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Math
Expressions & Equations
6 <sup>th</sup> Grade
<b>Apply and extend previous understandings of arithmetic to algebraic expressions.</b>
<p><b>6.EE.1.</b> Write and evaluate numerical expressions involving whole-number exponents.</p> <p><b>6.EE.2.</b> Write, read, and evaluate expressions in which letters stand for numbers.</p> <ul style="list-style-type: none"> <li>• Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation “Subtract <math>y</math> from 5” as <math>5 - y</math>.</li> <li>• Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</li> <li>• Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</li> </ul> <p><b>6.EE.3.</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</p> <p><b>6.EE.4.</b> Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for. Reason about and solve one-variable equations and inequalities.</p>
<b>Reason about and solve one-variable equations and inequalities.</b>
<p><b>6.EE.5.</b> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p><b>6.EE.6.</b> 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.</p> <p><b>6.EE.7.</b> Solve real-world and mathematical problems by writing and solving equations of the form <math>x + p = q</math> and <math>px = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers.</p> <p><b>6.EE.8.</b> Write an inequality of the form <math>x &gt; c</math> or <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p>
<b>Represent and analyze quantitative relationships between dependent and independent variables.</b>
<p><b>6.EE.9.</b> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a</p>

problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

Math	
Measurement and Data	
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>	<b>Convert like measurement units within a given measurement system.</b>
<p><b>4.MD.1.</b> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</p> <p><b>4.MD.2.</b> Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p>	<p><b>5.MD.1.</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</p> <p><b>Represent and interpret data.</b></p> <p><b>5.MD.2.</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</p>
	<b>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</b>
<p><b>4.MD.3.</b> Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</p> <p><b>Represent and interpret data.</b></p> <p><b>4.MD.4.</b> Make a line plot to display a data set of measurements in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>). Solve problems involving addition and subtraction of</p>	<p><b>5.MD.3.</b> Recognize volume as an attribute of solid figures and understand concepts of volume measurement.</p> <ul style="list-style-type: none"> <li>• A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.</li> <li>• A solid figure which can be packed without gaps or overlaps using <math>n</math> unit cubes is said to have a volume of <math>n</math> cubic units.</li> </ul> <p><b>5.MD.4.</b> Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.</p>

<p>fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</p>	
<p><b>Geometric measurement: understand concepts of angle and measure angles.</b></p>	
<p><b>4.MD.5.</b> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ul style="list-style-type: none"> <li>○ An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through <math>\frac{1}{360}</math> of a circle is called a “one-degree angle,” and can be used to measure angles.</li> <li>○ An angle that turns through <math>n</math> one-degree angles is said to have an angle measure of <math>n</math> degrees.</li> </ul> <p><b>4.MD.6.</b> Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><b>4.MD.7.</b> Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.</p>	<p><b>5.MD.5</b> Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <ul style="list-style-type: none"> <li>• Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</li> <li>• Apply the formulas <math>V = l \times w \times h</math> and <math>V = b \times h</math> for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</li> <li>• Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</li> </ul>

Math		
Geometry		
4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
<b>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b>	<b>Graph points on the coordinate plane to solve real-world and mathematical problems.</b>	<b>Solve real-world and mathematical problems involving area, surface area, and volume.</b>
<p><b>4.G.1.</b> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><b>4.G.2.</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>4.G.3.</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p>	<p><b>5.G.1.</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.G.2.</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures into categories based on their properties.</p> <p><b>5.G.3.</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</p> <p><b>5.G.4.</b> Classify two-dimensional figures in a hierarchy based on properties.</p>	<p><b>6.G.1.</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.2.</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p><b>6.G.3.</b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.4.</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>

<b>Math</b>
<b>Statistics &amp; Probability</b>
<b>6<sup>th</sup> Grade</b>
<b>Develop understanding of statistical variability.</b>
<p><b>6.SP.1.</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</p> <p><b>6.SP.2.</b> Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><b>6.SP.3.</b> Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>
<b>Summarize and describe distributions.</b>
<p><b>6.SP.4.</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><b>6.SP.5.</b> Summarize numerical data sets in relation to their context, such as by:</p> <ul style="list-style-type: none"> <li>• Reporting the number of observations.</li> <li>• Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>• Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</li> <li>• Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</li> </ul>