



Times² Academy

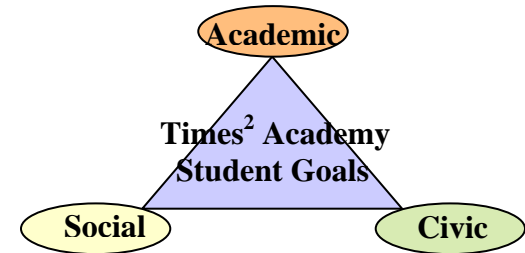
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Grade 6

Grade Level Expectations

Working Together Toward Times² Academy Expectations

Children become lifelong learners through daily exposure to opportunities that encourage curiosity, self-direction, creativity, and critical thinking. Listed below are our academic, social and civic goals for all Times² Academy students.



Academic Goals –

- Communication – Express ideas clearly through verbal and written communication.
- Literacy – Read, decode, comprehend, synthesize and analyze, critique and reflect upon numeric and written information gathered from a variety of sources.
- Technology – Be capable and comfortable with manipulating instruments of technology, math, and science.
- Interdisciplinary Learning – Connect ideas between and among all disciplines and subjects inside and outside of the classroom.
- Critical Thinking – See and understand the relationships of different types of knowledge and how to use them to solve current and future learning dilemmas.

Social Goals – Provide opportunities for your child to interact with others in a positive manner (play games, take turns, share).

- Respect themselves, others and their property and space.
- Take responsibility for one's own actions, words, and work.
- Cooperate and collaborate with others in a variety of group settings and demonstrate individual coping skills.
- Actively listen to different perspectives and express one's ideas in a constructive and non-argumentative way.
- Respect and appreciate the contributions of diverse populations (language, culture, ethnicity, etc.) and validate these resources.



Civic Goals – Show your child that education is important by participating in his/her education. Show your interest by asking questions, praising your child’s efforts and reviewing daily events. Assist your child in becoming a responsible member of the community. Model caring, trustworthiness, responsibility, citizenship, fairness, and respect.

- Develop as a well-rounded, contributing member of society clearly acknowledging one’s role and the experience and knowledge that others bring to the community.
- Understand the democratic process of our country and be able to use it to advocate for change when needed.
- Establish goals that are community-based as well as personal and follow through with them.
- Find non-violent solutions to school, community, and other social problems.



6th Grade Reading Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Fluency and Accuracy

1. Read material appropriate for the end of 6th grade with 90-94% accuracy and with appropriate oral fluency rate and in a way that makes meaning clear, while demonstrating phrasing, expression, and attention to features (e.g., punctuation, italics, and dialogue).

Word Identification Skills and Strategies

1. Identify multi-syllabic words using sounds, syllable division, and word patterns.

Vocabulary Strategies

1. Use strategies to unlock meaning: word structure, context clues, resources (thesaurus), or prior knowledge.
2. Identify synonyms, antonyms, homonyms/ homophones, or shades of meaning.
3. Select appropriate words or explain the use of words in context.

Literary Text

1. Describe characters, setting, problem/ solution, or plot; or identify any significant changes in character or setting over time.
2. Paraphrase or summarize key ideas/plot, with major events sequenced.
3. Generate questions to recall or expand understanding, or gain new information.

4. Identify the characteristics of a variety of types of text (i.e., realistic fiction).
5. Identify literary devices: simile, metaphor, flashback, onomatopoeia, etc.
6. Explain or support logical predictions.
7. Describe characters’ traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters’ traits, motivations, or their changes over time.
8. Make inferences about cause/effect, external conflicts (person v. person, person v. nature/society/fate), or the relationship among elements within text.
9. Explain how the narrator’s point of view affects the reader’s interpretation.
10. Identify author’s message or theme.
11. Demonstrate knowledge of use of literary elements and devices (imagery, exaggeration, foreshadowing, or suspense) to analyze literary work.
12. Demonstrate knowledge of use of literary elements and devices (idioms, onomatopoeia, etc.) to analyze literary work.
13. Compare stories or other texts to related personal experience, prior knowledge, or to other books.
14. Provide relevant details to support connections or judgments made.

Informational Text

1. Obtain information using text features (table of contents, glossary, index, headings, bold or italicized text, etc.).
2. Obtain information from text features (maps, diagrams, tables, transitional devices, etc.).
3. Use information from the text to answer questions related to the central idea or key details.
4. Organize information to show understanding (compare/contrast, main idea/details, etc.).
5. Generate questions to recall or expand understanding, or gain new information.
6. Identify characteristics of a variety of types of texts (e.g., dictionaries, thesauruses, magazines, newspapers, advertisements, pamphlets, etc.).
7. Connect information within a text or across texts.
8. Synthesize information within or across texts (e.g., construct appropriate titles, formulate assertions or controlling ideas).
9. Make inferences about text, including author’s purpose or message; form and support opinions/judgments and assertions about central ideas.
10. Distinguish fact from opinion, and identify bias/ propaganda.
11. Make inferences about causes or effects.

Reading Strategies

1. Monitor own reading for meaning and self-correcting.
2. Use comprehension strategies while reading text.



Breadth of Reading

1. Read frequently, including in-school, out-of-school, and summertime from a wide range of genres and variety of texts.
2. Read multiple texts to understand an author, genre, subject, or theme.
3. Self-select reading material aligned with reading ability and personal interest.
4. Participate in in-depth discussions about text, ideas, and student writing by offering comments, supporting evidence, and recommend texts to others.
5. Identify potential sources of information.
6. Evaluate information presented.
7. Gather, organize, and interpret information.
8. Use evidence to support conclusions.



Suggested Family Activities

Reading Fluency and Accuracy

- Have your child apply different strategies to figure out unfamiliar words. Use clues from the sentences surrounding the word, or breaking down the syllables.
- Have your child read aloud to you or a younger sibling.

Reading Comprehension (Literary & Informational Text)

Before reading have your child:

- Make predictions about the story by viewing the cover or reading the title.

During reading have your child:

- Ask questions about the text.
- Make text connections (“This book reminds me of –*something that has happened to me* {text-to-self}, *another text* {text-to-text}, *something in this world* {text-to-world}”).

After reading Fiction have your child:

- Retell the story, putting the main events in the correct order in which they occurred.
- Keep a journal comparing stories you’ve read to real-life experiences.
- Design an advertisement encouraging others to read the same book.

After reading Non-Fiction have your child:

- Produce a chapter book on a factual topic.
- Using video game instructions or the like, rewrite these for a younger reader.



Reading Habits

- Get a library card for your child and make weekly trips to check out new books.
- Have your child maintain a reading list of all the books read.
- Have your child create a reading log or journal explaining how he/she felt at certain parts of the story or after reading specific information.
- Talk with your child about the book he/she is reading.

Suggested Books to Read

- *The Beast* by Walter Dean Myers
- *Baseball in April and Other Stories* by Gary Soto
- *The Life and Words of Martin Luther King Jr.* by Richard Peck
- *The Westing Game* by Ellen Raskin
- *Behind the Mountains* by Edwidge Danticat
- *The Black Pearl* by Scott O’Dell
- *The Cay* by Theodore Taylor
- *Crash* by Jerry Spinelli
- *The True Confessions of Charlotte Doyle* by Avi
- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *Numbering All the Bones* by Ann Rinaldi
- *Anne Frank: The Diary of a Young Girl* by Ann Frank
- *At Her Majesty’s Request: An African Princess in Victorian England* by Walter Dean Myers



6th Grade Written Communication Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Habits of Writing

1. Use pre-writing, drafting, revising, editing, and critiquing to produce a final draft.
2. Frequently write including in-school, out-of-school, and summertime.
3. Share thoughts, observations, and impressions.
4. Generate topics for writing.
5. Write in a variety of genres.

Structures of Language

1. Write with varied sentence length and structure.
2. Use appropriate paragraph form.
3. Recognize organizational structures within paragraphs (description, compare/contrast, etc.).
4. Apply a format, text structure, and directionality appropriate for writing.



Written Response to Literary or Informational Text

1. Select appropriate information to set context/background.
2. Summarize key ideas.
3. Connect what has been read to prior knowledge or other texts referring to relevant ideas.
4. State and maintain a focus, firm judgment, or point of view when responding to a question.
5. Make inferences about content, events, characters, setting, or themes and the relationships among them.
6. Use specific details and references to text or relevant citations to support focus or judgment.
7. Organize ideas, using transition words/phrases and write a conclusion that provides closure.

Narrative and Informational Writing

1. Create a clear and logical story line.
2. Establish context, problem/conflict/challenge, and resolution maintaining point of view.
3. Use transition words/phrases to establish clear chronology and to enhance meaning.
4. Use relevant and descriptive details and sensory language to advance the plot/story line.
5. Use dialogue to advance the plot/story line.
6. Develop characters through description, dialogue, and actions.
7. Use voice appropriate to purpose.
8. Select and elaborate important ideas; excluding extraneous details.
9. Use an organizational text structure appropriate to focus/controlling idea.
10. Select appropriate information to set context, which may include a lead or hook.
11. Use transition words or phrases.
12. Establish a topic, state, and maintain a focus/controlling idea on a topic; provide a conclusion, and list sources.
13. Include sufficient facts and details appropriate for depth of information and relevant to focus/controlling idea, and exclude extraneous information
14. Address readers' concerns – including counterarguments or potential problems.

Writing Conventions

1. Apply rules of standard English usage to correct grammatical errors.
2. Apply basic capitalization rules.
3. Use punctuation to clarify meaning.
4. Correctly spell grade-appropriate words.



Suggested Family Activities

Written Communication

Have your child:

- Write a creative story and present it to your family.
- Write a play and act it out with your friends or family.
- Write invitations, thank you notes, or postcards. Address the envelope.
- Write a letter to you explaining why he/she should have a special privilege, such as staying up later or getting a new pet.
- Write down a conversation he/she had with a friend.
- Encourage your child to check his/her work for spelling, conventions, and handwriting.

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6th Grade Mathematics Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Numbers and Operations

1. Use models, explanations, or other representations to demonstrate understanding of rational numbers with respect to ratios and rates.
2. Order or compare numbers with whole number bases and whole number exponents, integers, or rational numbers within and across number formats (fractions, decimals, or whole number percents from 1-100) using number lines or equality and inequality symbols.
3. Add and subtract positive fractions and integers; and multiply and divide fractions and decimals.
4. Describe or illustrate the meaning of a power and the effect on the magnitude of a whole number when multiplying or dividing it by a whole number, decimal, or fraction.
5. Accurately solve problems involving: single or multiple operations on fractions, addition or subtraction of integers, percent of a whole, problems of greatest common factor or least common multiple.
6. Make appropriate estimates and analyze the effect of the estimation method on the accuracy of results.
7. Solve problems and simplify computations by applying properties of numbers (odd, even, prime factorization, etc.) and field properties (commutative, associative, etc.).



Geometry and Measurement

1. Identify, describe, classify, or distinguish among different types of triangles or quadrilaterals using properties or attributes of angles and sides.
2. Identify, compare, or describe three-dimensional shapes using properties or attributes.
3. Predict and describe the transformational steps needed to show congruence; and use line and rotational symmetry to demonstrate congruent parts within a shape.
4. Describe the proportional effect on the linear dimensions of polygons or circles when scaling up or down.
5. Use models, formulas, or solve problems related to perimeter of polygons, the area of quadrilaterals or triangles, the volume of rectangular prisms, and the relationships of circle measurements.

Functions and Algebra

1. Identify patterns represented in models, tables, sequences, graphs, or in problem situations; or write rules in words or symbols for linear relationships or nonlinear relationships; or write an expression or equation to express the generalization of a linear relationship.
2. Construct or interpret graphs of real occurrences and describe the slope of linear relationships in a variety of problem situations; and describe how a change in the value of one variable relates to change in the value of a second variable with constant rates of change.
3. Use letters to represent unknown quantities to write linear algebraic expressions.
4. Show equivalence between two expressions using models or different representations of the expression.

Data, Statistics, and Probability

1. Answer questions related to data given in a representation (circle graph, line graph, stem-and-leaf-plot), analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
2. Organize data in tables, line graphs, or stem-and-leaf plots to answer questions, formulate or justify conclusions, make predictions, or to solve problems.
3. Solve problems by determining or using measures of central tendency or dispersion to analyze situations.
4. Solve problems involving combinations or simple permutations using a variety of strategies.
5. Predict the theoretical probability of an event and test the prediction through experiments and simulations, and design fair games.

6. Determine the experimental or theoretical probability of an event in a problem-solving situation.
7. Determine the most effective method to collect data necessary to answer a question.

Problem Solving, Reasoning, and Proof

1. Use problem solving strategies to investigate and understand increasingly complex mathematical content.

Communication, Connections, and Representation

1. Communicate understanding of mathematics, create and use representation to communicate mathematical ideas and to solve problems, to recognize, explore, and develop mathematical connections.



Suggested Family Activities

Mathematics: Numbers and Operations

Have your child:

- Draw a picture to explain a mathematical idea to a younger child.
- Talk fractions with your child whenever you are dividing up food or preparing a recipe.
- Using a sale advertisement, figure out 7% sales tax for various items and find the total cost.

Mathematics: Geometry and Measurement

- Use rulers, protractors and compasses to draw pictures or maps that include various shapes.
- Measure objects in your house. Create new units of measurement (string, toys, pencil) and measure household objects. Examine the relative measurements of standard and new measurements.
- Set up a schedule for a day and identify the amount of elapsed time for each event.
- Using a photograph or picture from a magazine, identify various angles and parallel/perpendicular lines in the homes or buildings pictured. Circle them.

Mathematics: Functions and Algebra

- Find the dates for all the Tuesdays in a given year. Look at other days/dates and describe the pattern.



Mathematics: Data, Statistics, and Probability

- Predict the weather for the next week. Draw a chart.
- Graph the weather over time and look for trends.
- Predict what time a family member will come home from work each evening and graph the results.
- Find the probability for a game of chance and experiment with it.



6th Grade Science Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

Life Science

1. Use data and observations about the biodiversity of an ecosystem to make predictions or draw conclusions about how the diversity contributes to the stability of the ecosystem.
2. Describe or compare how different organisms have mechanisms that work in a coordinated way to obtain energy, grow, move, respond, provide defense, enable reproduction, or maintain internal balance.
3. Compare and contrast sexual reproduction with asexual reproduction
4. Explain relationships between or among the structure and function of the cells, tissues, organs, and organ systems in an organism.
5. Use data and observations to predict outcomes when abiotic/biotic factors are changed in an ecosystem.
6. Given a scenario trace the flow of energy through an ecosystem, beginning with the sun, through organisms in the food web, and into the environment.
7. Given an ecosystem, trace how matter cycles among and between organisms and the physical environment (includes water, oxygen, food web, decomposition, recycling but not carbon cycle or nitrogen cycle).
8. Use a model, classification system, or dichotomous key to illustrate, compare or interpret possible relationships among groups of organisms (e.g., internal and external structures, anatomical features).
9. Cite examples supporting the concept that certain traits of organisms may provide a survival advantage in a specific environment and therefore, an increased likelihood to produce offspring.
10. Use data and observations to support the concept that environmental or biological factors affect human body systems (biotic & abiotic).
11. Using data provided, select evidence that supports the concept that genetic information is passed on from both parents to offspring.
12. Describe the major changes that occur over time in human development from single cell through embryonic development to new born.



Suggested Family Activities

Life Science

Have your child:

- Look for seeds at home. Draw or collect and describe the seeds, identifying similarities and differences in physical features.
- Look around the neighborhood for plants and observe the different plant structures, exploring the conditions for plant growth and flower structures.
- Research information on two different animals including what they eat, body structures, habitats, reproduction, etc. Compare how they are the same and different.
- Observe various animals found in the neighborhood. Identify basic needs and record how the animals obtain these needs.
- Set up a bird house habitat, observe, record, and compare the various birds that it attracts, the food they eat, habits, etc.



6th Grade Social Studies Expectations

As a result of their learning students will be able to demonstrate mastery in the following areas:

1. Use geography skills to locate places on a map and globe.
2. Identify, using geographical terms, what makes a place unique.
3. Identify how the environment affects people, how people affect the environment, and how the effects are positive and negative.
4. Explain how and why people, goods, and ideas move and the subsequent consequences.
5. Explain what makes a region and why people settle in specific regions.
6. Explain how historical resources and methods guide individuals to an understanding of the world.
7. Describe how the physical environment, short-term and long-term physical changes impact a society's way of life.
8. Analyze how different social systems are important to a society.
9. Distinguish among various forms of government and describe how different kinds of political systems affect the lives of people in a society.
10. Identify the elements of an economy and describe how these elements affect the well-being of people.
11. Analyze how economic and political systems are connected.
12. Apply geography skills, historical skills, and the knowledge of physical systems, social systems, political systems, economic systems to demonstrate an understanding of the culture of Sub-Saharan Africa, South and East Asia, Latin America, and Canada.





Suggested Family Activities

World Cultural Geography

Have your child:

- Plan a hike for some younger children in your area. Write the directions clearly using geographic terms.
- Learn more about the region you live in and create a map showing the boundaries of New England, landforms, and landmarks. Compare our region to regions found in Africa, Asia, Latin America, or Canada.
- Watch public TV. Look for shows about our African American, South East Asian, Latin American, and Canadian heritage and make a list.
- Go to the library and find out about famous Americans of African, Asian, Latin American or Canadian heritage.
- Make a list of diverse contributions to our culture from Africa, Asia, Latin America, or Canada.

