College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
standards				Indirect)
nchor Standards for Reading	6th Grade Reading Standards for Reading:			
	Literature			
ey Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	
Read closely to determine what the text says	1.Cite textual evidence to support analysis of what the text			
plicitly and to make logical inferences from it; cite	says explicitly as well as inferences drawn from the text.			
ecific textual evidence when writing or speaking to			Literature studies, writing portfolio styles, summary writing	
pport conclusions drawn from the text.			styles, written research in different curricular areas.	
Determine central ideas or themes of a text and	2.Determine a theme or central idea of a text and how it is			
alyze their development; summarize the key oporting details and ideas.	conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		Literature studies, writing portfolio styles, summary writing styles, written research in different curricular areas.	
Analyze how and why individuals, events, and	3. Describe how a particular story's or drama's plot unfolds		styles, written research in unerent curricular areas.	
as develop and interact over the course of a text.	in a series of episodes as well as how the characters	>	Literature studies, writing portfolio styles, summary writing	
as develop and interact over the course of a text.	respond or change as the plot moves toward a resolution.		styles, written research in different curricular areas. Story time	
	respond of change as the plot moves toward a resolution.		line.	
ft and Structure	Craft and Structure	Craft and Structure	Craft and Structure	
nterpret words and phrases as they are used in a	4. Determine the meaning of words and phrases as they			
kt, including determining technical, connotative,	are used in a text, including figurative and connotative		Word study , nomenclature, dictionary research. vocabulary	
d figurative meanings, and analyze how specific	meanings; analyze the impact of a specific word choice on		workshop, literary analysis cards, thesaurus work, command	
rd choices shape meaning or tone.	meaning and tone.		cards.	
Analyze the structure of texts, including how	5. Analyze how a particular sentence, chapter, scene, or			
ecific sentences, paragraphs, and larger portions	stanza fits into the overall structure of a text and		Contones enclusia la signi enclusia, etcar, lines, etcar, elete	
the text (e.g., a section, chapter, scene, or stanza)	contributes to the development of the theme, setting, or		Sentence analysis, logical analysis, story lines, story plots,	
ate to each other and the whole. Assess how point of view or purpose shapes the	plot. 6. Explain how an author develops the point of view of the		command cards, literary analysis, story boards.	
ntent and style of a text.	narrator or speaker in a text.			
itent and style of a text.				
egration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	
Integrate and evaluate content presented in	7.Compare and contrast the experience of reading a story,			
verse media and formats, including visually and	drama, or poem to listening to or viewing an audio, video,			
antitatively, as well as in words	or live version of the text, including contrasting what they			
	"see" and "hear" when reading the text to what they			
	perceive when they listen or watch.		Literary and cultural studies.	
Decircleate and evaluate the argument and	8.(Not applicable to literature)			
ecific claims in a text, including the validity of the				
asoning as well as the relevance and sufficiency of e evidence.				
Analyze how two or more texts address similar	9. Compare and contrast texts in different forms or genres			
emes or topics in order to build knowledge or to	(e.g., stories and poems; historical novels and fantasy			
ompare the approaches the authors take.	stories) in terms of their approaches to similar themes and			
	topics		Literary studies. genre studies. Venn diagrams, Timelines	
		•		
nge of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text	Range of Reading and Level of Text Complexity	
Deadland and a second and a little second and		Complexity		
. Read and comprehend complex literary and	10. By the end of the year, read and comprehend literature,			
formational texts independently and proficiently.	including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as		Literary studies. genre studies. Venn diagrams, Timelines.	
	needed at the high end of the range.		nomenclature cards. Readers Theater.	
ollege & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
andards		Loanning Activity		•
anuarus	Cth Cuada Daading Standards for Information			Indirect)
	6th Grade Reading Standards for Informational			
	Text:			
	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	
	1. Cite textual evidence to support analysis of what the text	t		
	says explicitly as well as inferences drawn from the text.		Literary studies. genre studies. Venn diagrams, Timelines.	
			nomenclature cards.	
	2. Determine a central idea of a text and how it is conveyed	1		
	through particular details; provide a summary of the text		Literary studies. genre studies. Venn diagrams, Timelines.	
	distinct from personal opinions or judgments.	1	nomenclature cards	

	3. Analyze in detail how a key individual, event, or idea is			
	introduced, illustrated, and elaborated in a text (e.g.,			
	through examples or anecdotes).		Character Study, Story board, plot study, literature circles.	
· · · · · · · · · · · · · · · · · · ·	r			
	Craft and Structure	Craft and Structure	Craft and Structure	
	4. Determine the meaning of words and phrases as they		Sentence analysis, logical analysis, story lines, story plots,	
	are used in a text, including figurative, connotative, and		command cards, literary analysis, story boards, discussions	
	technical meanings.		Word study, Science experiments.	
	5.Analyze how a particular sentence, paragraph, chapter,			
	or section fits into the overall structure of a text and		Sentence analysis, logical analysis, story lines, story plots,	
	contributes to the development of the ideas.		command cards, literary analysis, story boards.	
	6.Determine an author's point of view or purpose in a text		Sentence analysis, logical analysis, story lines, story plots,	
	and explain how it is conveyed in the text.		command cards, literary analysis, story boards, Science	
			experiments.	
			experiments.	
	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	1
	U	integration of Knowledge and Ideas	Integration of Allowieuge and Ideas	
	7. Integrate information presented in different media or		Energian terrete and and with a second strike a	
	formats (e.g., visually, quantitatively) as well as in words to		Experiments, research , oral and written presentations, Blumes	
	develop a coherent understanding of a topic or issue.		taxonomy.	
	8. 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.		Experiments, research, oral and written presentations,	
	9. Compare and contrast one author's presentation of			
	events with that of another (e.g., a memoir written by and a		Appraise and differnciate between two pieces of literature,	
	biography on the same person).		incorporating Venn diagrams.	
	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	
	10. By the end of the year, read and comprehend literary	Complexity		
	nonfiction in the grades 6–8 text complexity band			
	proficiently, with scaffolding as needed at the high end of		literature portfolio and literature circles. Evaluation of complex	
	the range.		material and literature.	
College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity		Aim of Materials (Direct and
	Sixtil Grade CORE Stalluarus	Learning Activity		•
Standards				Indirect)
Anchor Standards for Writing	6th Grade Language Arts Standards: Writing			
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	Text Types and Purposes	
1. Write arguments to support claims in an analysis	1. Write arguments to support claims with clear reasons			
of substantive topics or texts, using valid reasoning	and relevant evidence.			
and relevant and sufficient evidence.	Introduce claim(s) and organize the reasons and evidence			
	clearly.			
	Support claim(s) with clear reasons and relevant evidence,			
	using credible sources and demonstrating an			
	understanding of the topic or text.			
	Use words, phrases, and clauses to clarify the			
	relationships among claim(s) and reasons.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows		Research, literature portfolio and literature circles. Evaluation	
		1	after weater weater at a statistic sector and a second sector sector	
	from the argument presented.		of complex material and literature and experiments.	

2. Write informative/explanatory texts to examine and	2.Write informative/explanatory texts to examine a topic			
convey complex ideas and information clearly and	and convey ideas, concepts, and information through the			
accurately through the effective selection,	selection, organization, and analysis of relevant content.			
organization, and analysis of content.	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.			
	Develop the topic with relevant facts, definitions, concrete			
	details, quotations, or other information and examples.			
	Use appropriate transitions to clarify the relationships			
	among ideas and concepts.			
	Use precise language and domain-specific vocabulary to			
	inform about or explain the topic.			
	Establish and maintain a formal style.			
	Provide a concluding statement or section that follows			
	from the information or explanation presented.			
3. Write narratives to develop real or imagined	3. Write narratives to develop real or imagined experiences			
experiences or events using effective technique, well-	or events using effective technique, relevant descriptive			
chosen details, and well-structured event sequences.	details, and well-structured event sequences.			
	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.			
	Use narrative techniques, such as dialogue, pacing, and			
	description, to develop experiences, events, and/or			
	characters.			
	Use a variety of transition words, phrases, and clauses to			
	convey sequence and signal shifts from one time frame or			
	setting to another.			
	Use precise words and phrases, relevant descriptive			
	details, and sensory language to convey experiences and			
	events.			
	Provide a conclusion that follows from the narrated			
	experiences or events.			
Production and Distribution of Writing	Producation and Distribution of Writing			
4. Produce clear and coherent writing in which the	4. Produce clear and coherent writing in which the			
development, organization, and style are appropriate	development, organization, and style are appropriate to			
to task, purpose, and audience.	task, purpose, and audience. (Grade-specific expectations			
	for writing types are defined in standards 1–3 above.)			
5. Develop and strengthen writing as needed by	5. With some guidance and support from peers and adults,			
planning, revising, editing, rewriting, or trying a new	develop and strengthen writing as needed by planning,			
approach.	revising, editing, rewriting, or trying a new approach.			
	······································			
6. Use technology, including the Internet, to produce	6. Use technology, including the Internet, to produce and			
and publish writing and to interact and collaborate	publish writing as well as to interact and collaborate with			
with others.	others; demonstrate sufficient command of keyboarding			
	skills to type a minimum of three pages in a single sitting.			
			•	•
Research to Build and Present Knowledge	Research to Build and Present Knowledge			
7. Conduct short as well as more sustained research	7. Conduct short research projects to answer a question,	Extracting information from resources		
projects based on focused questions, demonstrating	drawing on several sources and refocusing the inquiry	and organizing information in order to		
understanding of the subject under investigation.	when appropriate.	construct a paper or oral presentation,	Research of a Plant/Animal/Continent Cards,	
8. Gather relevant information from multiple print and	8.Gather relevant information from multiple print and			
digital sources, assess the credibility and accuracy of	digital sources; assess the credibility of each source; and			
each source, and integrate the information while	quote or paraphrase the data and conclusions of others			
avoiding plagiarism.	while avoiding plagiarism and providing basic			
5. 5. 5	bibliographic information for sources.			
				-

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). 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"). Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- 			
range of tasks, purposes, and audiences.	specific tasks, purposes, and audiences.			
College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards				Indirect)
Anchor Standards for Speaking and	6th Grade Language Arts Standards: Speaking &			
Listening	Listening			
Comprehension and Collaboration	Comprehension and Collaboration			
2. Integrate and evaluate information presented in diverse media and formats, including visually, and formats, including visually, and persuasively.	Comprehension and constontation 1. 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. 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. Follow rules for collegial discussions, set specific goals and detail by making comments that contribute to the topic, text, or issue under discussion. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and parphrasing. 2. 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. 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are out.			
Presentation of Knowledge and Ideas	Presentation of Knowledge and Ideas			
4. Present information, findings, and supporting	4. Present claims and findings, sequencing ideas logically			
evidence such that listeners can follow the circle of	and using pertinent descriptions, facts, and details to			
reasoning and the organization, development, and	accentuate main ideas or themes; use appropriate eye			
style are appropriate to task, purpose, and audience.	contact, adequate volume, and clear pronunciation.			
5. Make strategic use of digital media and visual	5. Include multimedia components (e.g., graphics, images,			
displays of data to express information and enhance	music, sound) and visual displays in presentations to			
understanding of presentations.	clarify information.			
6. Adapt speech to a variety of contexts and	6.Adapt speech to a variety of contexts and tasks,			
communicative tasks, demonstrating command of	demonstrating command of formal English when indicated			
formal English when indicated or appropriate.	or appropriate.			
College & Career Readiness Anchor	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards				Indirect)
Anchor Standards for Language	6th Grade Language Arts Standards: Language			
Conventions of Standard English	Conventions of Standard English			
Somericana of Standard English	Sourcements of Standard English			

and of Cigle gramme and usage when writing or making sectors (i.e., present), increases the present of the support of the sup					
Search L Environment for properties within a proper date deskplation, in proper date deskplation	1. Demonstrate command of the conventions of				
- Consider of Language - Consider of Language - Construct Haspergrides have and person. - Detective for construct Have and Have And Have Haspergrides have and person. - Detective for construct Have and Have And Have Haspergrides have and person. - Detective for construct Have And Have A	standard English grammar and usage when writing or	English grammar and usage when writing or speaking.			
We be there y encloses and converting proposal (4, one set),	speaking.	Ensure that pronouns are in the proper case (subjective,			
Bits Recognize and correct improvise tabils in proving memory and provide display in built on the construction of the construction of the construction in the construction of the construction of the construction in the construction of the construc		objective, possessive).			
Bits Recognize and correct improvise tabils in proving memory and provide display in built on the construction of the construction of the construction in the construction of the construction of the construction in the construction of the construc		Use intensive pronouns (e.g., myself, ourselves).			
Image: and present Records and present stage present Identify to pres of nours, writes, adverts, in present advert frequilis in hits or adverts of the conventional advert frequilis in hits or adverts of the conventional advert frequilis in hits or adverts of the conventional advert frequilis in hits or adverts of the conventional advert frequilis in hits or adverts of the conventional advert frequilis in hits or adverts of the conventional advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, adverts, in advert frequility to pres of nours, writes, advert frequility to press of nours, writes, advert frequility to pres of nours, writes, advert frequility to pres of nours, writes,					
Interference Interference<					
Interference Interference<		Recognize and correct vague pronouns (i.e., ones with			
Interfactor Description standard English in their area Description of the second standard English in their area Description of the convertice of description and participation of standard english of the second standard english of the sec					
Description control of the scorection of transport scorection scorection of transport scorection scorectio		Recognize variations from standard English in their own			
Chronestate command of the conventions under the conveni		and others' writing and speaking, and identify and use	adjectives and pronouns, Conjugate	Cards for Grammar Symbols, Logical Analysis, Big Red Verb	
Demonstrate command of the conventions and is plate undry. Demonstrate command of the conventions of standard Engine material conventions. and spelling when and spelling when shares is set off non-set (conventions). Demonstrate conventions. Description and is plate undry. Demonstrate conventions. Descriptions. Descriptions. Descriptions. and is plate undry. Descriptions. Descriptions. Descriptions. Descriptions. Descriptions. Apply index undry. Descriptions. Descriptions. Descriptions. Descriptions. Descriptions. Descriptions. Apply index undry. Descriptions. Descriptions		strategies to improve expression in conventional	verb tenses, Identify in writing different	Box, Transitive/Intransitive Doorway, Voices of Verbs,	
nindia Ergisia capitalization, punctuation, and pailing when viritig. Provide capitalization, punctuation, and setting when " winding a function of the provide capitalization punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when " winding a function of the provide capitalization, punctuation, and setting when when capitalization of the provide capitalization of the setting and the convertion when when the setting a function of the provide capitalization of the setting and the convertion when the setting a function of the provide capitalization of the setting and the convertion when the setting and the sett		language.*	verb tenses, Create writing portfolio,	Grammar Filling Boxes	
seling when writing. Line writing. Line writing. Line purchaston (comma, parenthese, dashes) to set off line purchaston (comma, parenthese, dashes) to set of line purchaston (comma, parenthese, dashes) to set of line purchaston (comma, parenthese, dashes) to set off line purchaston (comma, parenthese, dashes) to set off parenthese, dashes dashes, dashes, dashe	2. Demonstrate command of the conventions of	2. Demonstrate command of the conventions of standard			
Description Use proclatation (commas, parenthese, dashes) to set off bootstruct/upparenticula denotes. ¹ Daily Oral Language, Word Study/Grammar Study Cards, Albinese Language Command Cards, Apply concepts. Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Apply concepts. Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) apply concepts. Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) approximation one of Language (Language Language Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) consolidary Acquisition and Use Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) costolary Acquisition and Use Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) costolary Acquisition and Use Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) Section (Command, Cards, Mathematic Language) costolary Acquisition and Use Sec	standard English capitalization, punctuation, and	English capitalization, punctuation, and spelling when			
Inorviseticitive/parametrical elements.* Daily Oral Language, Mord Study/Gramma Study Cards, norvisege of Language, Mord Study/Gramma Study Cards, Norwidge of Language, Mord Study/Gramma Study Cards, Apply morised princips to the ords, in many set of the ords, in the or	spelling when writing.	writing.			
Sele correcty. Albiness Language Command Cards, nowiedge of Language Sumitistication for the provide of anguage as all conventions when the day is one to spreader interview. Seletics for meaning, reader/listener interview. Seletics for meaning or system of the provide of anguage as all conventions when trading or listics. Seletics for meaning, reader/listener interview. Determine or darky the instance of the meaning of unknown and the conventions when trading or listics. Seletics (participles, infinitives and periods), writing Portfolios. Determine or darky the instance or darky the meaning of unknown and the convention or dark (seletics) for the period (seletics), writing Portfolios. Model and the convention of the meaning of unknown and the convention of the meaning of unknown and the convention or dark (seletics) for the period (seletics), writing Portfolios. Determine or darky the meaning of unknown and the convention or dark (seletics) for the overall meaning of a sentence or any the meaning of a sentence or any the meaning of a sentence or any the sentence		Use punctuation (commas, parentheses, dashes) to set off			
Nonvieting of Language Knowledge of Language Apply mondeting of language to understand law interest, and spice. Susk knowledge of language of language of language and its conventions who supprehend more tilly when reading or listening. Sentence by purpose and sentence by structure, ETC Press Sentence of the purpose control of the senting of the sentence of the senting of the sentence of the senten		nonrestrictive/parenthetical elements.*		Daily Oral Language, Word Study/Grammar Study Cards,	
Apply-backsdog of language to inderstand how grage functions in different cortexts, to its provides or its enting, regarder functions in different cortexts, to its press charts, subject meaning or skip, and to prove the subject of		Spell correctly.		Albanesi Language Command Cards,	
Apply-backsdog of language to inderstand how grage functions in different cortexts, to its provides or its enting, regarder functions in different cortexts, to its press charts, subject meaning or skip, and to prove the subject of					
nginge functions in different contexts, to make the charge of meaning or style, and interview of meaning, readerilistener interest, and style. Mathematic consistency in style and tone. ⁴ Sentence A handysis command cards, Verb Tense Chards, Sinchaus Gammane Box Command Cards, Verbals Folders (participles, infinitives and genuids). Writing Portfolios Command Cards, Verbals Folders (participles, infinitives and participles and specialized reference satisfies, as appropriate on a specialized reference satisfies, as appropriate on a specialized reference satisfies, as appropriate (participles, valible). Consult reference materials (participles, satisfies, participles, valible). Consult reference materials (participles, satisfies, participles and participles and provide (participles, satisfies, participles, audition, and participles, satisfies, participles and cards, verb possibles of function in a stealer and notes a clues to the meaning of a sentence or participles, audition, consult reference materials (participles, satisfies, participles, audition, and nuaces in word meaning of word or phrase (e.g., by checking the inferred meaning of materials (participles, participles, by checking the inferred meaning of meaning of the part of speech. Verbals Workshop (Sadiller-Oxford), Spellwell, Word Study word write satisfies of choic (Lunior Grat Books, McGraw- McKillin, Daybook, SAL, Hougthon-Millin), Novel Else, Content naterials and participle appropriate Gree (participles, participles, participles, participles, partifies, content nater	Knowledge of Language	Knowledge of Language			
programme under the indiferent contexts, to make the feast of the sensing of style, and the command Cards, Verbal's folders (participles, infinitives and gerination construction) as the maxing of understand addition of the maxing of understand additions of the maxing of understand addition and Use	3. Apply knowledge of language to understand how	3. Use knowledge of language and its conventions when		Sentence by purpose and sentence by structure, ETC Press	
Inferior Vary sentence patterns for meaning, randerlistener inspiratent more luity when reading or listicing: Albanest Languigge Command Cards, Neinhaus Gramma Box Command Cards, Verbals folders (participles, infinitives and gerunds), Writing Portfolios comblers Acquisition and Use Determine or clarify the meaning of unknown and Upple meaning works and phrases buscel or grade 5 reading and context, thoesing factuation constraints and specialized reference abirules, analyzing meaningful work parts, and analyzing meaningful work parts, and specialized reference abirules, as appropriate. A. Determine or clarify the meaning or dra sentence or a clarify the meaning or dra sort or phrase a class on the meaning of a work or phrases. Use context (see, number of the meaning of a work or phrases) as a class to the meaning of a work or determine abirules (a, number of the meaning of a work or determine abirules, as appropriate. Variation or singer a class on the meaning of a work or determine a class on the meaning of a class context (see, number of a work) as class to the meaning of a class context (see, number of a work) as class to the meaning of a work or phrases (a, j, by checking the inferred meaning of maining or is part of genetic in a dictionaries, glossaries, threasures), both primities or clarify the procise meaning of a word or determine or clarify the meaning of a work or phrases (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the inferred meaning of more of see (a, j, by checking the more), context. Use treature of see of chacic (lunn	language functions in different contexts, to make	writing, speaking, reading, or listening.		Sentence Analysis command cards, Verb Tense Charts,	
Interest, and style*. Interest, and style*. Command Cards, Verbals folders (participles, infinitives and gerunds), Writing Portlos ocabulary Acquisition and Use	effective choices for meaning or style, and to			Albanesi Language Command Cards, Neinhaus Grammar Box	
Maintain consistency in siyle and cone." gerunds), Writing Portfolios Ocabulary Acquisition and Use	comprehend more fully when reading or listening.				
Costabulary Acquisition and Use Vocabulary Acquisition and Use Cotemine or clarify the meaning of unknown and multiple-meaning works and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. 4. Determine or clarify the meaning of unknown and multiple-meaning works and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. use common, grade-appropriate Greek or Latin affixes and propriotic use to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and roots a clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and root so clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and root so clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and root so clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and root so clues to the meaning of a word or phrase, use common, grade-appropriate Greek or Latin affixes and root so clues to the meaning of a word or phrase, use common determines or clarify its precise meaning or its part of a detionary). Vocabulary Workshop (Sadler-Oxford), Spellwell, Word Study Drawers, Gramma Boxes, Literature/Novel Stu		Maintain consistency in style and tone.*			
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ollege & Career Readiness Anchor	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
andards				Indirect)
	6th Grade Mathematics Standards: Ratios and			
	Proportional Relationships			
	Understand ratio concepts and use ratio reasoning to			
	solve problems			
	1. 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	5		
	there was 1 beak." "For every vote candidate A received,			
	candidate C received nearly three votes."		Ratios and Proportions Board, Command Cards	
	2. Understand the concept of a unit rate a/b associated			
	with a ratio a:b with b ≠ 0, 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			
	3/4 cup of flour for each cup of sugar." "We paid \$75 for 15		Centismal Protractor, Albanesi Math Command Cards, ETC Press	
	hamburgers, which is a rate of \$5 per hamburger."		Materials	
	3. Use ratio and rate reasoning to solve real-world and	7		
	mathematical problems, e.g., by reasoning about tables of			
	equivalent ratios, tape diagrams, double number line			
	diagrams, or equations. 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.			
	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?			
	Find a percent of a quantity as a rate per 100 (e.g., 30% of a			
	quantity means 30/100 times the quantity); solve problems			
	involving finding the whole, given a part and the percent.			
	involving finding the whole, given a part and the percent. Use ratio reasoning to convert measurement units;		Centismal Protractor, Fraction Circles, Geometric Inset Cards, Science	
	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when		Experiments, Cooking Projects, Story Problems/Extended Response,	
	Use ratio reasoning to convert measurement units;		Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies,	
llege & Career Readiness Anchor	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Learning Activity	Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies, economics, etc), Command Cards	Aim of Materials (Direct and
-	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when	Learning Activity	Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies,	Aim of Materials (Direct and
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-	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Sixth Grade CORE Standards: Mathematics 6th Grade Mathematics Standards: The Number System	Learning Activity	Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies, economics, etc), Command Cards	•
-	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Sixth Grade CORE Standards: Mathematics 6th Grade Mathematics Standards: The Number System Apply and extend previous understandings of	Learning Activity	Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies, economics, etc), Command Cards	•
-	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. Sixth Grade CORE Standards: Mathematics 6th Grade Mathematics Standards: The Number System Apply and extend previous understandings of multiplication and divide fractions by fractions.	Learning Activity	Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies, economics, etc), Command Cards	•
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	3. Fluently add, subtract, multiply, and divide multi-digit	Yellow Decimal Board, Decimal Checkerboard, Decimal	
	decimals using the standard algorithm for each operation.	Checkerboard Squares (used to reconstruct the board and	
	······································	understand relationships between decimal numbers), Albanesi	
		Math Command Cards, Centesimal Protractor	
	4. 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 36 + 8 as 4 (9 + 2). Apply and extend		
	previous understandings of numbers to the system of	Peg Board, 100 Board Papers, Sieve of Erathostenes, Factor	
L	rational numbers.	Trees, Fact Families, Command Cards	
1			
	Apply and extend previous understandings of numbers to		
	the system of rational numbers.		
	5. 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	Positive/Negative Snake Game, Number Lines, Thermometers,	
	represent quantities in real-world contexts, explaining the	Science Experiments and content area applications, Command	
	meaning of 0 in each situation.	Cards	
	6. 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.		
	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., -(-3) = 3, and that 0 is its own		
	opposite.		
	Understand signs of numbers in ordered pairs as		
	indicating locations in guadrants 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.		
	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	Number Lines, Negative Snake Game, Word Problems,	
	coordinate plane.	Command Cards,	
	7. Understand ordering and absolute value of rational		
	numbers.		
	Interpret statements of inequality as statements about the		
	relative position of two numbers on a number line diagram.		
	For example, interpret -3 > -7 as a statement that -3 is		
	located to the right of -7 on a number line oriented from		
	left to right.		
	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write		
	-3 oC > -7 oC to 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.		

	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.		Longitude and Latitude activities,	
ollege & Career Readiness Anchor	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
tandards				Indirect)
landardo	6th Grade Mathematics Standards: Expressions			indiffecty
	and Equations			
	Apply and extend previous understandings of arithmetic to			
	algebraic expressions.			
	1. Write and evaluate numerical expressions involving		Bead Chains, Base work (eg Base 2, Base 9),	
	whole-number exponents		Binomial/Trinomial Cubes, Command Cards	
	2. Write, read, and evaluate expressions in which letters			
	stand for numbers.			
	Write expressions that record operations with numbers			
	and with letters standing for numbers. For example,			
	express the calculation "Subtract y from 5" as 5 – y.			
	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 2 (8 + 7) as a product of			
	two factors; view (8 + 7) as both a single entity and a sum			
	of two terms.			
	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		Fact Families, Algebraic Decanomial, Story of the Kings, Cubing	
	example, use the formulas V = s3 and A = 6 s2 to find the		Materials, Colored Counting Bars, Binomial Squares and	
	volume and surface area of a cube with sides of length s =		Trinomial Squares, Bead Cabinet, Albanesi Math Command	
	1/2.		Cards, Bead Bars	
	3. Apply the properties of operations to generate			
	equivalent expressions. For example, apply the distributive			
	property to the expression 3 (2 + x) to produce the			
	equivalent expression 6 + 3x; apply the distributive		Frat Familia, Alasharia Dasaranial, Chamadhha Kinas, Cabina	
	property to the expression 24x + 18y to produce the		Fact Families, Algebraic Decanomial, Story of the Kings, Cubing	
	equivalent expression 6 (4x + 3y); apply properties of		Materials, Colored Counting Bars, Binomial Squares and	
	operations to y + y + y to produce the equivalent		Trinomial Squares, Bead Cabinet, Albanesi Math Command	
	expression 3y.		Cards, Bead Bars	
	4. 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 y + y + y and 3y are equivalent because they		Constructive Triangles, Coornetwie Incote Caking to Datter	
	name the same number regardless of which number y		Constructive Triangles, Geometric Insets Cabinet, Pattern	
	stands for. Reason about and solve one-variable equations		Blocks, Command Cards, Bead Bars, Golden Beads,	
	and inequalities.		Decanomial,	
		1		1
	Reason about and solve one-variable equations and			
	inequalities.			
	5. 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?		Command Cardo, Toythook sumplements, Depatient Application	
	Use substitution to determine whether a given number in a		Command Cards, Textbook supplements, Practical Application	
	specified set makes an equation or inequality true.		(physics, science experiments)	
	6. Use variables to represent numbers and write			
	expressions when solving a real-world or mathematical			
	problem; understand that a variable can represent an		Command Cardo, Toythook supplements, Depaties (Application	
	unknown number, or, depending on the purpose at hand,		Command Cards, Textbook supplements, Practical Application	
	any number in a specified set.		(physics, science experiments)	
	7. Solve real-world and mathematical problems by writing			
	and solving equations of the form $x + p = q$ and $px = q$ for		Command Cardo, Toythook supplemente, Drastical Application	
	cases in which p, q and x are all nonnegative rational		Command Cards, Textbook supplements, Practical Application	
	numbers.		(physics, science experiments)	

	8. Write an inequality of the form $x > c$ or $x < c$ to represent		1	
	a constraint or condition in a real-world or mathematical			
	problem. Recognize that inequalities of the form $x > c$ or x			
	< c have infinitely many solutions; represent solutions of			
	such inequalities on number line diagrams.		Command Cards, Textbook supplements, Practical Application	
			(physics, science experiments), Square Root Relationships	
		•	<u> </u>	
	Represent and analyze quantitative relationships between			
	dependent and independent variables.			
	9. 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 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		Command Cards, Textbook supplements, Practical Application	
	between distance and time.		(physics, science experiments)	
College & Career Readiness Anchor	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
Standards				Indirect)
	6th Grade Mathematics Standards: Geometry			
	Solve real-world and mathematical problems involving			
	area, surface area, and volume.			
	1. Find the area of right triangles, other triangles, special			
	guadrilaterals, and polygons by composing into rectangles			
	or decomposing into triangles and other shapes; apply			
	these techniques in the context of solving real-world and		Geometric Insets, Yellow Area Materials, Stick Box, Geometry	
	mathematical problems.		Command Cards, Stand for Height (Neinhaus)	
	2. 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 V = I w h and	1		
	V = b h to find volumes of right rectangular prisms with			
	fractional edge lengths in the context of solving real-world			
	and mathematical problems.		Volume Cubes, Volume Containers, Five Yellow Prisms,	
	3. 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			
	A mathematical problems. 4. Represent three-dimensional figures using nets made up		Command Cards,	
	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		Platonic Solids, Found Materials Surface area, Geometric	
	problems.		Solids, Volume Boxes	
College & Career Readiness Anchor	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and
-	Sixth Grade CORE Standards. Mathematics	Leaning Activity	montesson materials	
Standards				Indirect)
	6th Grade Mathematics Standards: Statistics and			
	Probability			
	Develop understanding of statistical variability	1	1	
	1. 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 guestion, but "How old are the students in my			
	school?" is a statistical question because one anticipates		Studies of Science and Geography, Surveys, Research of	
	variability in students' ages.		Content Areas, Charts and Graphs,	
	2. Understand that a set of data collected to answer a	1		
1		1		1
	statistical guestion has a distribution which can be			
	described by its center, spread, and overall shape.		Teacher Made Materials,	

	3.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.		Teacher Made Materials,	
	single number.		Teacher Hade Hatenais,	
	Summarize and describe distributions			
	4. Display numerical data in plots on a number line,			
	including dot plots, histograms, and box plots		Supplemental Textbooks/worksheets, command cards	
	5. Summarize numerical data sets in relation to their			
	context, such as by:			
	Reporting the number of observations.			
	Describing the nature of the attribute under investigation,			
	including how it was measured and its units of measurement.			
	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.			
	Relating the choice of measures of center and variability to			
	the shape of the data distribution and the context in which		Experiments, research, geometric cabinet, command cards,	
	the data were gathered.		nomenclature cards and research, cultural studies.	
ollege & Career Readiness Anchor	Sixth Grade CORE Standards: History/Social	Learning Activity		Aim of Materials (Direct and
tandards	Studies			Indirect)
	Standards for History/Social Studies for Grades			
	6-8			
	Key Ideas and Details			
	1. Cite specific textual evidence to support analysis of primary			
	and secondary sources.		Research	
	Determine the central ideas or information of a primary or			
	secondary source; provide an accurate summary of the source			
	distinct from prior knowledge or opinions.		Research, interviews, written reports	
	3. Identify key steps in a text's description of a process related		time-lines, nomenclature cards, civilizations studies,	
	to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		imaginary island, Research, economy studies related to the	
	linerest rates are raised of lowered).		continent studies.	
			containente octataleon	
	Craft and Structure			
	4. Determine the meaning of words and phrases as they are			
	used in a text, including vocabulary specific to domains related			
	to history/social studies.		Nomenclature cards, command cards, timelines, research,	
	5. Describe how a text presents information (e.g., sequentially,		Time-lines, research, nomenclature carde	
	comparatively, causally).6. Identify aspects of a text that reveal an author's point of view		Time-lines, research, nomenclature cards,	
	or purpose (e.g., loaded language, inclusion or avoidance of		Literature studies / discussions of research topics, current	
	particular facts).		event studies.	
		1		1
	Integration of Knowledge and Ideas			
	7. Integrate visual information (e.g., in charts, graphs,			
	photographs, videos, or maps) with other information in print		Literature studies / discussions of research topics, current	
	and digital texts		event studies.	
	8. Distinguish among fact, opinion, and reasoned judgment in a	1	Literature studies / discussions of research topics, current	
	text.		event studies.	
	9. Analyze the relationship between a primary and secondary		Literature studies / discussions of research topics, current	
	source on the same topic.		event studies.	
	Range of Reading and Level of Text Complexity			
	10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band			
	independently and proficiently.			
ollege & Career Readiness Anchor	Sixth Grade CORE Standards: Science &	Learning Activity	Montessori Materials	Aim of Materials (Direct and
itandards	Technical Subjects	Loanning Activity		Indirect)
anuarus	recifical Subjects			munect)

	Standards for History/Social Studies for Grades 6-		
	8		
	Key Ideas and Details		
	1. Cite specific textual evidence to support analysis of science		
	and technical texts.	Research, reading	
	2. Determine the central ideas or conclusions of a text; provide		
	an accurate summary of the text distinct from prior knowledge		
	or opinions.	Writing summaries	
	3. Follow precisely a multistep procedure when carrying out		
	experiments, taking measurements, or performing technical		
	tasks.		
		Experiments, using the scientific method.	
	Craft and Structure		
	4. Determine the meaning of symbols, key terms, and other		
	domain-specific words and phrases as they are used in a	Experiments, time-lines, nomenclature cards, geography	
	specific scientific or technical context relevant to grades 6–8	legends in maps, map keys, science cycles, advanced land	
	texts and topics.	forms.	
	5. Analyze the structure an author uses to organize a text,	Editing writing, writers workshop, writing traits lessons,	
	including how the major sections contribute to the whole and to	literature studies. research topics, Sentence analysis and	
	an understanding of the topic.		
	5	graphic organizers.	
	6. Analyze the author's purpose in providing an explanation,	Editing writing, writers workshop, writing traits lessons,	
	describing a procedure, or discussing an experiment in a text.	literature studies. research topics, Sentence analysis and	
		graphic organizers the scientific method, Experiments.	
	Integration of Knowledge and Ideas		
	Integrate quantitative or technical information expressed in		
	words in a text with a version of that information expressed	Research, experiments, oral and written presentations, time	
	visually (e.g., in a flowchart, diagram, model, graph, or table).	lines,	
	8 .Distinguish among facts, reasoned judgment based on	Research, experiments, oral and written presentations, time	
	research findings, and speculation in a text.	lines, literature studies.	
	9. Compare and contrast the information gained from		
	experiments, simulations, video, or multimedia sources with	Research, experiments, oral and written presentations, time	
	that gained from reading a text on the same topic.	lines, Venn diagram, compare and contrast, debates.	
	Range of Reading and Level of Text Complexity		
	10. By the end of grade 8, read and comprehend		
	science/technical texts in the grades 6-8 text complexity band	Read and have practical application through experiments and	
	independently and proficiently.	or simulations, creation of projects or experiments.	