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Charlotte-Mecklenburg Schools

Family Resource Guide

SIXTH GRADE

Welcome to Sixth Grade!

Purpose of the Guide

Students in Charlotte-Mecklenburg Schools follow the state of North Carolina's expectations for what every student will know and be able to do by the end of their current grade level. This guide is designed to help you support your student by understanding those expectations, provide everyday activities to reinforce their learning at home and partner with their teachers throughout the school year.

This guide includes...

Key Skills for Reading and Math
Understand the most important things your child should know and be able to do by the end of the school year.

Questions to Ask Your Child
Engage in conversations with your child using these suggested reading and math questions.

Topics to Discuss with the Teacher
Find sample questions and topics you might want to talk about with the teacher related to reading and math skills.

Learning Activities
Explore some easy ways you can support your child's learning important reading and math concepts and skills.
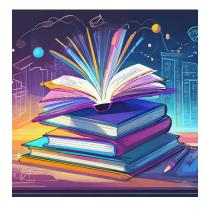
Words to Know
Learn some important words and acronyms used at school to "speak the same language".

Helpful Resources to Practice Skills at Home
Click the link to access a collection of reading and math resources aligned to your child's grade level.

LITERACY

New Expectations for Sixth Grade

- [ ] Read from a wide range of high-quality, increasingly challenging literary and informational texts.
- [ ] Comprehend texts of steadily increasing complexity as they progress through school.
- [ ] Acquire the habits of reading closely and independently for sustained periods of time.
- [ ] Connect prior knowledge and experiences to text.
- [ ] Show a steadily growing ability to discern more from and make fuller use of text.

Key Skills

- [ ] Read and understand increasingly complex literature.*

- [ ] Independently read and understand increasingly complex literature.

- [ ] Connect prior knowledge to increasingly complex literature.

- [ ] Connect experiences to increasingly complex literature.

A complex text is determined by word length and frequency, sentence length, text meaning or purpose, text structure (how a text is organized or put together), language conventions (spelling, punctuation, and grammar) and clarity.

Learning through Reading and Writing

- [ ] K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

- [ ] To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the end of each grade.

Key Skills continued

Listening and Speaking

☐ The K-12 Speaking and Listening Standards define what students should understand and be able to do by the end of each grade. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group, or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Questions to Ask Your Child

☐ The author's statement in lines xx most likely means...?

☐ What inference can be made about _____ as compared to _____?

☐ What inference can you make about...?

☐ According to lines (xx), what can you infer...?

☐ What can be inferred from the information in paragraph___?

☐ Which quote from the text suggest_____?

☐ Which piece of evidence supports your analysis?

☐ What do the character's reaction in lines (xx) tell the reader...?

☐ What does the author's choice of words in paragraph __ affect the meaning of the text?

☐ What is the effect of the figurative language in the sentences?

☐ How does the use of _____ in stanza _____ impact the tone of the text?

☐ How does the author's choice of words impact the meaning and tone of the text?

☐ How does the combination of the poem's title and the first stanza develop the poem?

☐ How does the information in paragraphs ___ &____ develop the plot?

☐ How does the sentence contribute to the development of ideas about ____?

☐ How does the information in paragraphs ___-__ develop the setting?

☐ What does the word _____mean in paragraph ____?

☐ Select one underlined phrase from paragraph ____that provides context for the meaning of the word crevice as it is used in the paragraph.

☐ Read the excerpt from "_____."

☐ Based on the context, what is the meaning of the word _____?

Topics to Discuss with the Teacher

☐ Is my child reading on grade level?

☐ How can I support my child in increasing their reading comprehension?

☐ What additional resources do I need in order to support my child?

Learning Activities

- [ ] Have student discuss what they are reading in class and conduct research together about that topic.
- [ ] Encourage your child to share the writing they are doing in class with you.
- [ ] Support your child in selecting books of interest to them and read the book alongside them; have book talks about the important ideas, any new vocabulary they experience, themes, etc.

MATH

Focus Areas for 6th Grade

- [ ] Ratios and ratio reasoning
- [ ] Fraction fluency*
- [ ] Using and applying rational numbers
- [ ] Reasoning with expressions and equations
- [ ] Area of triangles and quadrilaterals
- [ ] Surface area and volume of prisms and pyramids
- [ ] Statistical questions and univariate numerical data

*Fluency is defined as the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognize when one strategy or procedure is more appropriate to apply than another.

Key Skills

- [ ] How to find the area of triangles and rectangles.
- [ ] How to use 2-dimensional models made up of rectangles and triangles to find the surface area of right prisms and right pyramids and use them to solve real-world problems.
- [ ] How to find the volume of rectangular prisms with fractional side lengths.
- [ ] How to write the prime factorization of a whole number and use it to find the Greatest Common Factor.
- [ ] How to find the Least Common Multiple of two numbers and use it to add and subtract fractions.
- [ ] How to create equivalent ratios and use them to solve problems.
- [ ] How to add, subtract, multiply, and divide with decimal numbers or fractions.
- [ ] How to divide numbers with at least four-digits and interpret the result in real-world problems.
- [ ] How to plot numbers on a number line, interpret the order of numbers, and interpret numbers in real-world problems.

Key Skills continued

- [ ] How to determine where a point will fall on the coordinate plane based on the signs.
- [ ] How to find the distance between two points when they are either horizontal to each other or vertical to each other.
- [ ] How to write expressions with variables, grouping symbols, and/or exponents and simplify.
- [ ] How to solve equations with one-variable keeping the left and right side of the equal sign balanced.
- [ ] How to write an inequality, draw on a number line, and explain what it means in a problem.
- [ ] How to use two variables to represent and analyze amounts in context, with equations, tables, and graphs.
- [ ] How to display and interpret statistical data using dot plots, histograms, and box plots and describe by its center, spread, and overall shape.
- [ ] How to recognize a statistical question, anticipate variability in the data, and account for it in responses.

Questions to Ask Your Child

- [ ] A recipe calls for 2 cups of tomato sauce and 3 tablespoons of oil. We can say that the ratio of cups of tomato sauce to tablespoons of oil in the recipe is 2:3, or we can say the ratio of tablespoons of oil to cups of tomato sauce is 3:2. For each of the following situations, draw a picture and name two ratios that represent the situation.

  a) To make papier-mâché paste, mix 2 parts of water with 1 part of flour.

  b) A farm is selling 3 pounds of peaches for $5.

  c) A person walks 6 miles in 2 hours.

Taken from Illustrative Mathematics: Representing a Context with a Ratio

- [ ] A group of 32 students have raised money to help pay for a field trip to the Outer Banks Research Park. The trip will cost $3,200 and they have raised $2,156. The students have to pay for the remaining cost of the trip. How much will each student have to pay?

- [ ] The balance in Sue's checkbook was –$12.55. The balance in John's checkbook was –$10.45. Write an inequality to show the relationship between these amounts. Who owes more? How do you know?

- [ ] Four high school students are working on a Math 1 problem to find the solution to $(2x - 3)2 = 121$ Each student got a different answer.
  The four answers were 5, 6, 7, and 9.

  a) Which of these numbers make the equation true?

  b) How do you know?

Topics to Discuss with the Teacher

- [ ] What math will my student be learning this year?
- [ ] What skills should they already have mastered?
- [ ] How will I know if they need more practice?
- [ ] What are some ways that I can help my student prepare at home?

Learning Activities

- [ ] Following Recipes to Cook
- [ ] Shopping
- [ ] Managing Money and Budgeting
- [ ] Puzzles, Board Games, Card games
- [ ] Planning a Trip

Words to Know

- [ ] **Absolute Value** - The distance a number is from zero.
- [ ] **Box Plot** - A type of data display that shows a 5-number summary: minimum, lower quartile, median, upper quartile, and maximum.
- [ ] **Coefficient** - The number in front of a variable (multiplier of the variable).
- [ ] **Coordinate Plane** - A plane that is created by the intersection of the x-axis and y-axis.
- [ ] **Dot Plot** - An illustrative way to show the distribution of the data individually on a number line with dots.
- [ ] **Equation** - A mathematical sentence that is showing two things are equal on both sides of the equal sign.
- [ ] **Exponent** - The exponent of a number says how many times to use that number in multiplication. Also known as a power.
- [ ] **Expression** - Numbers and symbols grouped together with operations that show the value of something.
- [ ] **Histogram** - A data display using bars; each bar represents an interval of data values.
- [ ] **Inequality** - Compares two values as less than, less than or equal to, greater than, or greater than or equal to.
- [ ] **Integer** - A number with no fractional parts.
- [ ] **Mean** - The calculated "central" value of the distribution. It is the average value or the balance point in the data set.
- [ ] **Measure of Center** - A value that seems typical for a data distribution.
- [ ] **Median** - The middle value of the data distribution when the data values are listed in order.
- [ ] **Outlier** - is a data value that is much smaller or larger than the other value in the distribution.

Words to Know continued

- [ ] **Parallelogram** - A quadrilateral with opposite sides parallel to each other.
- [ ] **Polygon** - A closed, two-dimensional shape composed of three or more straight lines.
- [ ] **Polyhedron** - A solid composed of flat faces, no curves.
- [ ] **Prime Number** - A number greater than one that cannot be made by multiplying other whole numbers.
- [ ] **Prism** - A polyhedron with two identical faces.
- [ ] **Pyramid** - A polyhedron with a polygon base and the rest of the faces are triangles.
- [ ] **Quadrilateral** - A four-sided, two-dimensional figure.
- [ ] **Quartile** - Values that divide a data set into quarters.
- [ ] **Rational Number** - Any number that can be written as the division of two integers.
- [ ] **Right Triangle** - A triangle that contains a right angle.
- [ ] **Trapezoid** - A quadrilateral with one pair of parallel sides.
- [ ] **Variable** - A symbol, usually a letter, used to represent an unknown value.
- [ ] **Volume** - The amount of space in a 3- dimensional shape. Measured in cubic units.

Helpful Resources to Practice Skills at Home for Sixth Grade

- [ ] http://bit.ly/CMSHomeSchoolConnect