

Parent Roadmap to Common Core Standards

English Language Arts

America's schools are working to provide higher quality instruction than ever before.

The way we taught students in the past simply does not prepare them for the higher demands of college and careers today and in the future. Your school and schools throughout the country are working to improve teaching and learning to ensure that all children will graduate high school with the skills they need to be successful.

In English language arts and literacy, this means three major changes. Students will continue reading and writing. But in addition to stories and literature, they will read more texts that provide facts and background knowledge in areas including science and social studies. They will read more challenging texts and be asked more questions that will require them to refer back to what they have read. There will also be an increased emphasis on building a strong vocabulary so that students can read and understand challenging material.

Grade Level Expectations

In grade six, students will read a range of challenging books, articles, and texts, and will be expected to demonstrate their understanding of the material by answering questions and contributing to class discussions. In writing, students will continue to work on their use of language, sentence structure, and organization of ideas. They will also be expected to integrate information from different sources and respond to challenging content through written interpretation and analysis. Activities in these areas will include:

- Providing detailed summaries of texts
- Determining the theme of a text and how it is conveyed
- Describing how a particular story or play unfolds and how characters respond to plot developments
- Using a range of reading strategies to determine the meaning of unknown words as they are used in a text
- Comparing and contrasting various texts, including poems, stories, and historical novels
- Understanding the figurative and connotative (implied) meaning of words and phrases
- Identifying and evaluating specific claims or arguments in a text
- Supporting written claims or arguments with clear reasons and relevant evidence
- Producing clear and coherent writing appropriate to the task, purpose, and audience
- Participating in class discussions about various texts and topics
- Conducting short research projects to answer a question, drawing on several sources

The figurative meaning of a word or phrase often goes beyond the literal definition, such as the phrase "raining cats and dogs."

Adapted by Prairie-Hills Elementary School District 144 Curriculum Department

For more information on the Common Core State Standards, go to <http://www.corestandards.org> or <http://www.commoncoreworks.org>.

In grade six, students will read a wide range of literature, including stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas. Here are just a few examples of how your child will develop important reading skills across grade levels.

READING LITERATURE

<p>Grade Five Reading</p> <ul style="list-style-type: none"> • Students determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text. • Students describe how a narrator’s or speaker’s point of view influences how events are described. 	<p>Grade Six Reading</p> <ul style="list-style-type: none"> • Students determine the theme or central idea of a text and how it is conveyed through particular details and provide a summary of the text without personal opinions or judgments. • Students explain how an author develops the point of view of the narrator or speaker in a text. 	<p>Grade Seven Reading</p> <ul style="list-style-type: none"> • Students determine a theme or central idea of a text and analyze its development over the course of the text. Students also provide an objective summary of the text. • Students analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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READING FOR INFORMATION

<p>Grade Five Reading</p> <ul style="list-style-type: none"> • Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Students draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 	<p>Grade Six Reading</p> <ul style="list-style-type: none"> • Students cite evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students integrate information presented in different media or formats (such as visually or through numbers) as well as in words to develop a coherent understanding of a topic or issue. 	<p>Grade Seven Reading</p> <ul style="list-style-type: none"> • Students cite several pieces of evidence from the text to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (such as how the delivery of a speech affects the impact of the words).
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As they progress through grade levels, students will be asked more questions that require them to cite details or information from increasingly challenging texts. This will encourage them to become observant and analytical readers.

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LITERACY IN HISTORY/SOCIAL STUDIES

Key Ideas and Details

- Students will cite specific textual evidence to support analysis of primary and secondary sources.
- 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.
- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- Students will determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- Describe how a text presents information (e.g., sequentially, comparatively, causally).
- Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Analyze the relationship between a primary and secondary source on the same topic.

LITERACY IN SCIENCE/TECHNICAL SUBJECTS

Key Ideas and Details

- Students will cite specific textual evidence to support analysis of science and technical texts.
- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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Writing tasks in grade six may include stories, essays, reports, and persuasive papers. Here are just a few examples of how your child will develop important writing skills across grade levels.

<p>Grade Five Writing</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful. • Students link ideas within and across categories of information using words, phrases, and clauses (such as <i>in contrast</i> or <i>especially</i>). • Students use precise language and subject-specific vocabulary. 	<p>Grade Six Writing</p> <ul style="list-style-type: none"> • Students introduce a topic and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students include formatting (such as headings), graphics (such as charts or tables), and multimedia when useful. • Students use appropriate transitions to clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary. • Students establish and maintain a formal writing style. 	<p>Grade Seven Writing</p> <ul style="list-style-type: none"> • Students introduce a topic clearly, previewing what is to follow, and develop the topic with relevant facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section that follows from and supports the information or explanation presented. • Students organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. • Students use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • Students use precise language and subject-specific vocabulary to inform about or explain the topic.
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Some writing guidelines may seem similar from year to year. However, with practice at each grade level, students continue to learn and apply the rules of standard written English and to strengthen and expand their vocabulary, use of language, and sophistication in the development and organization of ideas.

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Partnering with your child's teacher:

Don't be afraid to reach out to your child's teacher—you are an important part of your child's education. Ask to see a sample of your child's work or bring a sample with you. Ask the teacher questions like:

- Is my child reading on grade level? How is my child doing in writing?
- What are my child's strengths and weaknesses?
- What can I do at home to make sure that my child is successful?

Helping Your Child Learn Outside of School

1. Provide time and space for your child to read independently. This time should be free from distractions such as television.
2. Ask your child what he or she learned from reading and how that knowledge can be used in real life. Have him or her read the most interesting or useful sections aloud.
3. It is also helpful when your child sees other people reading at home. You could share what you have read.
4. Keep track of the time that your child spends reading every day. Note what kind of reading materials he or she likes (books, magazines, newspaper articles, the Internet, etc.). Then look for additional materials that would encourage your child to read more.
5. Be sure your child has a library card. Children should select books they are interested in to develop a passion for reading. Many libraries have book clubs and family activities that make reading fun for the entire family.
6. Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.

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Mathematics

America's schools are working to provide higher quality instruction than ever before.

In mathematics, teachers will concentrate on teaching a more focused set of major math concepts and skills. This will allow students time to master key math concepts and skills in a more organized way throughout the year and from one grade to the next. It will also call for teachers to use rich and challenging math content and to engage students in solving real-world problems in order to inspire greater interest in mathematics.

Grade Level Expectations

In grade six, your child will learn the concept of rates and ratios and use these tools to solve word problems. Students will work on quickly and accurately dividing multi-digit whole numbers and adding, subtracting, multiplying, and dividing multi-digit decimals. Students will extend their previous work with fractions and decimals to understand the concept of rational numbers—any number that can be made by dividing one integer by another, such as $\frac{1}{2}$, 0.75, or 2. Students will also learn how to write and solve equations—mathematical statements using symbols, such as $20+x = 35$ —and apply these skills in solving multi-step word problems. Activities in these areas will include:

- Understanding and applying the concepts of ratios and unit rates, and using the correct language to describe them (for example, the ratio of wings to beaks in a flock of birds is 2 to 1, because for every 2 wings there is 1 beak)
- Building on knowledge of multiplication and division to divide fractions by fractions
- Understanding that positive and negative numbers are located on opposite sides of 0 on a number line
- Using pairs of numbers, including negative numbers, as coordinates for locating or placing a point on a graph
- Writing and determining the value of expressions with whole-number exponents (such as $15+3^2$)
- Identifying and writing equivalent mathematical expressions by applying the properties of operations. For example, recognizing that $2(3+x)$ is the same as $6+2x$
- Understanding that solving an equation such as $2+x = 12$ means answering the question, “*What number does x have to be to make this statement true?*”
- Representing and analyzing the relationships between independent and dependent variables
- Solving problems involving area and volume

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Here are just a few examples of how students will learn about and work with fractions in grade six.



MATHEMATICS

Grade Five Mathematics

- Add and subtract fractions with different denominators (bottom numbers)
- Multiply a fraction by a whole number or another fraction
- Divide fractions by whole numbers and whole numbers by fractions to solve word problems

Grade Six Mathematics

- Divide fractions by fractions using models and equations to represent the problem
- Solve word problems involving division of fractions by fractions

Grade Seven Mathematics

- Add, subtract, multiply, and divide rational numbers in any form, including whole numbers, fractions, and decimals)
- Solve multi-step problems involving positive and negative rational numbers

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Real-world problems give students a context for dividing fractions by fractions.

Example of a problem involving the division of fractions.

Ann has $3\frac{1}{2}$ lbs of peanuts for the party. She wants to put them in small bags each containing $\frac{1}{2}$ lb. How many small bags of peanuts will she have?



Students use their knowledge of fractions to see that there are 7 halves in $3\frac{1}{2}$ lbs, so there will be 7 bags of peanuts.

Students can also find how many halves are in $3\frac{1}{2}$ by applying the traditional procedure of dividing $3\frac{1}{2}$ by $\frac{1}{2}$.

$$3\frac{1}{2} = \frac{7}{2}$$

$$\frac{7}{2} \div \frac{1}{2} = \frac{7}{2} \times \frac{2}{1} = \frac{14}{2} = 7$$

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Here are just a few examples of how students will develop an understanding of ratios and proportions in grade six.

<p>Grade Five Mathematics</p> <ul style="list-style-type: none"> • Explain why a fraction is equal to another fraction • Interpret multiplication as scaling (resizing) 	<p>Grade Six Mathematics</p> <ul style="list-style-type: none"> • Understand the concept of a ratio and use the correct language to describe it • Understand the concept of a unit rate (the rate per unit, or a ratio with a denominator of 1) and use the correct language to describe it • Use ratio and rates to solve real-world problems 	<p>Grade Seven Mathematics</p> <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world problems • Calculate the unit rates associated with ratios of fractions, such as the ratio of $\frac{1}{2}$ a mile for every $\frac{1}{4}$ of an hour • Recognize and represent proportional relationships in various ways, including using tables, graphs, and equations • Identify the unit rate in tables, graphs, equations, and verbal descriptions of proportional relationships
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Example of a problem involving ratios

A slime mixture is made by mixing glue and liquid laundry starch in a ratio of 3 to 2. How much glue and how much starch are needed to make 90 cups of slime?



Parts	Quantities
5 parts	90 cups
1 part	$90/5 = 18$ cups
2 parts	$2 \times 18 = 36$ cups
3 parts	$3 \times 18 = 54$ cups

Using knowledge of ratios and proportions, students see that if each cup of slime is made up of 3 parts glue and 2 parts starch, there are 5 parts in each cup. They can then compute the quantity of one, two, and three parts of 90 cups to determine the exact amounts of glue and starch needed.

Students use diagrams and tables to think through and solve real-world problems involving ratios.

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- Is my child at the level where he/she should be at this point of the school year?
- Where is my child excelling? How can I support this success?
- What do you think is giving my child the most trouble? How can I help my child improve in this area?
- What can I do to help my child with upcoming work?

Helping Your Child Learn Outside of School

1. Ask your child to calculate the unit rates of items purchased from the grocery store. For example, if 2 pounds of flour cost \$3.00, how much does flour cost per pound?
2. Have your child determine the amount of ingredients needed when cooking. For example, if a recipe calls for 8 cups of rice to serve 4 people, how many cups of rice do you need to serve 6 people?
3. Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
4. Praise your child when he or she makes an effort, and share in the excitement when he or she solves a problem or understands something for the first time.

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