College & Career Readiness Anchor Standards	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Reading	6th Grade Reading Standards for Reading: Literature			
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	Key Ideas and Details	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1.Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		Literature studies, writing portfolio styles, summary writing styles, written research in different curricular areas.	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2.Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		Literature studies, writing portfolio styles, summary writing styles, written research in different curricular areas.	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well how the characters respond or change as the plot moves toward a resolution.		Literature studies, writing portfolio styles, summary writing styles, written research in different curricular areas. Story time-line.	
Craft and Structure	Craft and Structure	Craft and Structure	Craft and Structure	
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		Word study , nomenclature, dictionary research. vocabulary workshop, literary analysis cards, thesaurus work, command cards.	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		Sentence analysis, logical analysis, story lines, story plots, command cards, literary analysis, story boards.	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Explain how an author develops the point of view of the narrator or speaker in a text.			
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	7.Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.		Literary and cultural studies.	
8. Decircleate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	8.(Not applicable to literature)			
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. 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		Literary studies. genre studies. Venn diagrams, Timelines	
Range of Reading and Level of Text Complexity	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. Read and comprehend complex literary and informational texts independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Literary studies. genre studies. Venn diagrams, Timelines. nomenclature cards. Readers Theater.	
College & Career Readiness Anchor Standards	Sixth Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and 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 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 through particular details; provide a summary of the text distinct from personal opinions or judgments.		Literary studies. genre studies. Venn diagrams, Timelines. 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.	
	Craft and Structure	**Craft and Structure**	**Craft and Structure**	
	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		Sentence analysis, logical analysis, story lines, story plots, command cards, literary analysis, story boards, discussions Word study, Science experiments.	
	5.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		Sentence analysis, logical analysis, story lines, story plots, command cards, literary analysis, story boards.	
	6.Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		Sentence analysis, logical analysis, story lines, story plots, command cards, literary analysis, story boards, Science experiments.	
	Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**	**Integration of Knowledge and Ideas**	
	7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		Experiments, research , oral and written presentations, Blumes 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 biography on the same person).		Appraise and differnciate between two pieces of literature, 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 nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		literature portfolio and literature circles. Evaluation of complex material and literature.	
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and 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 of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**1. Write arguments to support claims with clear reasons and relevant 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 from the argument presented.**		Research, literature portfolio and literature circles. Evaluation of complex material and literature and experiments.	

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	**2.Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant 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 experiences or events using effective technique, well-chosen details, and well-structured event sequences.	**3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive 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 development, organization, and style are appropriate to task, purpose, and audience.	**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)**			
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**			
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	**6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.**			

Research to Build and Present Knowledge	**Research to Build and Present Knowledge**			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	**7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.**	Extracting information from resources and organizing information in order to construct a paper or oral presentation,	Research of a Plant/Animal/Continent Cards,	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	**8.Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.**			

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	**Range of Writing**	**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 tasks, purposes, and audiences.	**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-specific tasks, purposes, and audiences.**			
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Speaking and Listening	**6th Grade Language Arts Standards: Speaking & Listening**			
Comprehension and Collaboration	**Comprehension and Collaboration**			
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	**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 deadlines, and define individual roles as needed. Pose and respond to specific questions with elaboration 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 paraphrasing.**			
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	**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. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	**3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.**			
Presentation of Knowledge and Ideas	**Presentation of Knowledge and Ideas**			
4. Present information, findings, and supporting evidence such that listeners can follow the circle of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	**4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.**			
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	**5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.**			
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	**6.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**			
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Language	**6th Grade Language Arts Standards: Language**			
Conventions of Standard English	**Conventions of Standard English**			

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** **Ensure that pronouns are in the proper case (subjective, objective, possessive).** **Use intensive pronouns (e.g., myself, ourselves).** **Recognize and correct inappropriate shifts in pronoun number and person.*** **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*** **Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.***	Identify types of nouns, verbs, adverbs, adjectives and pronouns, Conjugate verb tenses, Identify in writing different verb tenses, Create writing portfolio,	Parts of Speech Folders, El2 Grammar Symbols, Command Cards for Grammar Symbols, Logical Analysis, Big Red Verb Box, Transitive/Intransitive Doorway, Voices of Verbs, Grammar Filling Boxes	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*** **Spell correctly.**		Daily Oral Language, Word Study/Grammar Study Cards, Albanesi Language Command Cards,	
Knowledge of Language	**Knowledge of Language**			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.** **Vary sentence patterns for meaning, reader/listener interest, and style.*** **Maintain consistency in style and tone.***		Sentence by purpose and sentence by structure, ETC Press Sentence Analysis command cards, Verb Tense Charts, Albanesi Language Command Cards, Neinhaus Grammar Box Command Cards, Verbals folders (participles, infinitives and gerunds), Writing Portfolios	
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.** **Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.** **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).** **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.** **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**		Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw-McMillan, Daybook, SRA, Houghton-Miflin), Novel-Ties, Content Area Research, Nomenclature Cards (Vital Functions of Animals, etc)	
5. Demonstrate understanding of word relationships and nuances in word meanings.	**5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **Interpret figures of speech (e.g., personification) in context.** **Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.** **Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty)**		Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw-McMillan, Daybook, SRA, Houghton-Miflin), Novel-Ties, Content Area Research, Nomenclature Cards (Vital Functions of Animals, etc), Reading various genres and formats (newspapers, magazines, handouts, charts, historical fiction vs fantasy fiction)	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**		Vocabulary Workshop (Sadlier-Oxford), Spellwell, Word Study Drawers, Grammar Boxes, Literature/Novel Studies, Basal Literature Series of choice (Junior Great Books, McGraw-McMillan, Daybook, SRA, Houghton-Miflin), Novel-Ties, Content Area Research, Nomenclature Cards (Vital Functions of Animals, etc), Reading various genres and formats (newspapers, magazines, handouts, charts, historical fiction vs fantasy fiction)	

College & Career Readiness Anchor Standards	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and 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 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 hamburgers, which is a rate of $5 per hamburger."		Centismal Protractor, Albanesi Math Command Cards, ETC Press Materials	
	3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. 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. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.		Centismal Protractor, Fraction Circles, Geometric Inset Cards, Science Experiments, Cooking Projects, Story Problems/Extended Response, Application within content areas/projects (physics, map studies, economics, etc), Command Cards	
College & Career Readiness Anchor Standards	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	6th Grade Mathematics Standards: The Number System			
	Apply and extend previous understandings of multiplication and divide fractions by fractions.			
	1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.		Fraction Circles, Fraction Operation Boards, Fraction Skittles, Student-produced problems, Command Cards	
	Compute fluently with multi-digit numers and find common factors and multiples.			
	2. Fluently divide multi-digit numbers using the standard algorithm.		Test-Tube Division/Racks and Tubes, Division Boards, Command Cards	

	3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.		Yellow Decimal Board, Decimal Checkerboard, Decimal 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 rational numbers.		Peg Board, 100 Board Papers, Sieve of Erathostenes, Factor Trees, Fact Families, Command Cards	

	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 represent quantities in real-world contexts, explaining the meaning of 0 in each situation.		Positive/Negative Snake Game, Number Lines, Thermometers, Science Experiments and content area applications, Command 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 quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		Number Lines, Negative Snake Game, Word Problems, 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,	
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards: Mathematics**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
	6th Grade Mathematics Standards: Expressions and Equations			
	Apply and extend previous understandings of arithmetic to algebraic expressions.			
	1. Write and evaluate numerical expressions involving whole-number exponents		Bead Chains, Base work (eg Base 2, Base 9), 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 example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.		Fact Families, Algebraic Decanomial, Story of the Kings, Cubing Materials, Colored Counting Bars, Binomial Squares and Trinomial Squares, Bead Cabinet, Albanesi Math Command 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 property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.		Fact Families, Algebraic Decanomial, Story of the Kings, Cubing Materials, Colored Counting Bars, Binomial Squares and Trinomial Squares, Bead Cabinet, Albanesi Math Command 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 name the same number regardless of which number y stands for. Reason about and solve one-variable equations and inequalities.		Constructive Triangles, Geometric Insets Cabinet, Pattern Blocks, Command Cards, Bead Bars, Golden Beads, Decanomial,	
	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? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.		Command Cards, Textbook supplements, Practical Application (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 unknown number, or, depending on the purpose at hand, any number in a specified set.		Command Cards, Textbook supplements, Practical Application (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 cases in which p, q and x are all nonnegative rational numbers.		Command Cards, Textbook supplements, Practical Application (physics, science experiments)	

College & Career Readiness Anchor Standards	Sixth Grade CORE Standards: Mathematics	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	8. Write an inequality of the form x > c or x < c to represent 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	
	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 between distance and time.		Command Cards, Textbook supplements, Practical Application (physics, science experiments)	
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards: Mathematics**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and 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 quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.		Geometric Insets, Yellow Area Materials, Stick Box, Geometry 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 = l w h and 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 mathematical problems.		Command Cards,	
	4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.		Platonic Solids, Found Materials Surface area, Geometric Solids, Volume Boxes	
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards: Mathematics**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
	6th Grade Mathematics Standards: Statistics and Probability			
	Develop understanding of statistical variability			
	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 question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.		Studies of Science and Geography, Surveys, Research of Content Areas, Charts and Graphs,	
	2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.		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,	
	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 the data were gathered.		Experiments, research, geometric cabinet, command cards, nomenclature cards and research, cultural studies.	
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards: History/Social Studies**	**Learning Activity**		**Aim of Materials (Direct and 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	
	2. 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 to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		time-lines , nomenclature cards, civilizations studies, imaginary island, Research, economy studies related to the continent studies.	
	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, comparatively, causally).		Time-lines, research, nomenclature cards,	
	6. 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).		Literature studies / discussions of research topics, current event studies.	
	Integration of Knowledge and Ideas			
	7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts..		Literature studies / discussions of research topics, current event studies.	
	8. Distinguish among fact, opinion, and reasoned judgment in a text.		Literature studies / discussions of research topics, current event studies.	
	9. Analyze the relationship between a primary and secondary source on the same topic.		Literature studies / discussions of research topics, current 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.			
College & Career Readiness Anchor Standards	**Sixth Grade CORE Standards: Science & Technical Subjects**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**

	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 specific scientific or technical context relevant to grades 6–8 texts and topics.		Experiments, time-lines, nomenclature cards, geography legends in maps, map keys, science cycles, advanced land forms.	
	5. 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.		Editing writing, writers workshop, writing traits lessons, literature studies. research topics, Sentence analysis and graphic organizers.	
	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.		Editing writing, writers workshop, writing traits lessons, literature studies. research topics, Sentence analysis and graphic organizers the scientific method, Experiments.	
	Integration of Knowledge and Ideas			
	7. 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).		Research, experiments, oral and written presentations, time lines,	
	8 .Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.		Research, experiments, oral and written presentations, time lines, literature studies.	
	9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		Research, experiments, oral and written presentations, time 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 independently and proficiently.		Read and have practical application through experiments and or simulations, creation of projects or experiments.	